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REPORT AND RECOMMENDATION FOR LEARNING MATERIALS CENTER.

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CERRITOS COLL., NORWALK, CALIF.

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SPECIFICATIONS, LIBRARY FACILITIES,

THIS REPORT IS A HISTORY OF THE DEVELOPMENT OF A SET OF EDUCATIONAL SPECIFICATIONS FOR THE EXPANSION OF AN EXISTING LIBRARY AND THE ADDITION OF AN INSTRUCTIONAL MATERIALS CENTER. PRELIMINARY CONSIDERATION WAS GIVEN TO THE METHODS OF INSTRUCTION AT THE COLLEGE, THE STUDENTS, THE FACULTY, AND THE AVAILABLE FINANCIAL RESOURCES. A GENERAL STUDY COMMITTEE WAS DIVIDED INTO SUBCOMMITTEES ON (1) LIBRARY SERVICES, (2) AUDIOVISUAL AND MATERIALS PREPARATION, (3) COMPUTERIZED LEARNING, AND (4) STUDENT EVALUATION AND INDEPENDENT STUDY. FROM THE WORK OF THESE COMMITTEES, EDUCATIONAL SPECIFICATIONS WERE DEVELOPED FOR BUILDING AREAS FOR LIBRARY SERVICES, TECHNICAL SERVICES, PUBLIC SERVICES (REFERENCE, CIRCULATION, AND OTHERS), A REFERENCE ROOM, A PERIODICAL ROOM, A CIRCULATION DESK, A RESERVE BOOK READING ROOM, OPEN STACKS FOR GENERAL COLLECTIONS, A CARD CATALOG, A CLASSROOM, A FACULTY READING ROOM, ADMINISTRATIVE SERVICES, AUDIOVISUAL SERVICES, MATERIALS PREPARATION, INDEPENDENT STUDY, AND EXPERIMENTAL CLASSROOM, LISTENING SERVICES, AND ELECTRONIC DISTRIBUTION SERVICES. SCHEMATIC DRAWINGS, COMMITTEE REPORTS, AND DETAILED EDUCATIONAL SPECIFICATIONS ARE PROVIDED. (WD)

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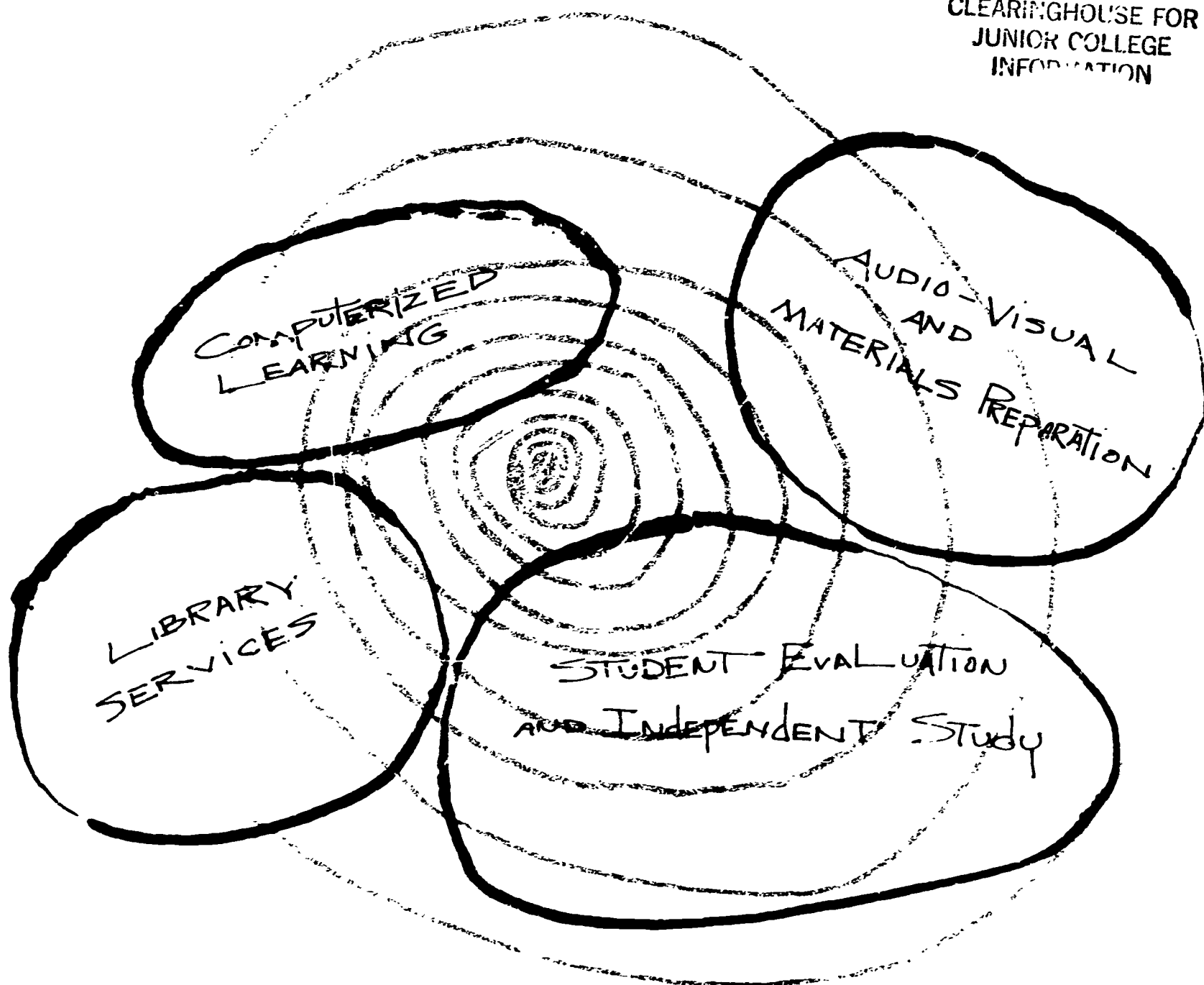
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Report and Recommendation for Learning Materials Center

UNIVERSITY OF CALIF.
LOS ANGELES

OCT 23 1967

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**REPORT AND RECOMMENDATION
FOR
LEARNING MATERIALS CENTER**

CERRITOS COLLEGE

September 1967

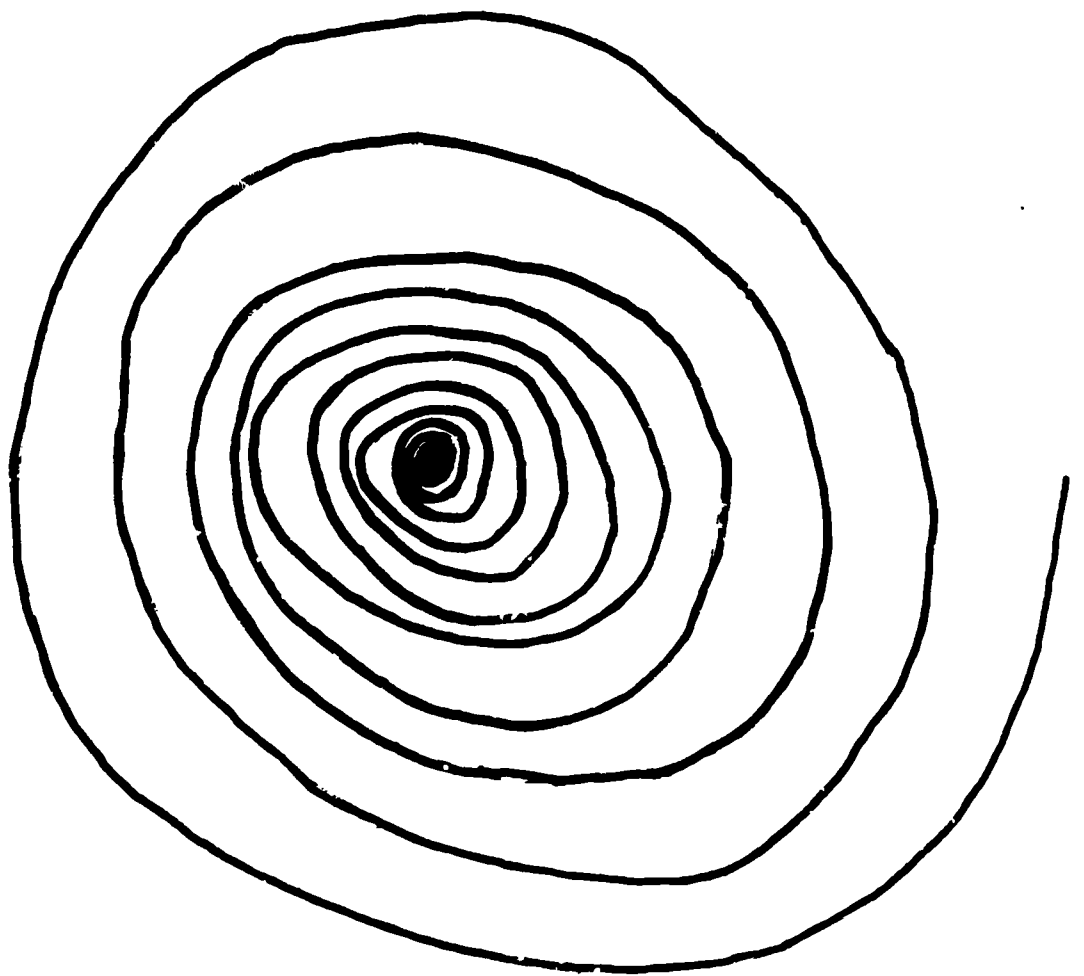
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FOREWORD



FOREWORD

Since the formation of the Cerritos Junior College District in 1956, the governing board, administration, faculty, students and various citizens' advisory groups have worked with the architect in master planning a campus suited to the requirements of Cerritos College. As the College got underway, the initial planning stage called for the completion of a campus designed to serve a student body of 4000 full time students on a site of approximately 95 acres. Before the campus could be entirely completed, however, it became obvious that additional facilities would be required because of increasing enrollment. Additional acres were purchased when they became available in 1965 and at the same time, a comprehensive enrollment projection study was completed. A formal Master Planning Committee was then established in 1966 to study future building needs and to make recommendations to the governing board. At the request of this Committee, a building and facility study report was completed by faculty and administration in June of 1966. This report represented the needs and recommendations of the Divisions based upon the enrollment projection study which had projected student enrollment through 1980.

While this report was being considered, a detailed classroom utilization study was undertaken by the Department of Institutional Research and classroom requirements were outlined for the next 10 year period. This report was completed during January, 1967.

With these three basic documents on hand: 1) enrollment projections, 2) building and facility study, 3) classroom utilization and space study, it was then feasible for the Master Planning Committee, in concert with administration, to establish a working list of building needs for Cerritos' future. It was determined that because of the wide range of variables, no priority would be established for these needs and that instead, the entire project would be reviewed in accordance with curriculum trends, discipline enrollment trends and the availability of money.

A new three story classroom building had been projected and was under construction at this time, ground having been broken for the project in October, 1966. This left the following building projections to be considered:

Building Need Alternatives:

- Increased Science and Mathematics facilities
- Increased Business Education facilities
- Increased Physical Education facilities
- Increased Technology facilities
- Increased Student Service facilities
- Increased Miscellaneous Ancillary facilities
- Increased Library facilities

Recognizing the immediate need for more Library Services and the need for an expanded Instructional Technology area, the decision was reached to plan, as the next Cerritos project, the expansion of the Library facilities.

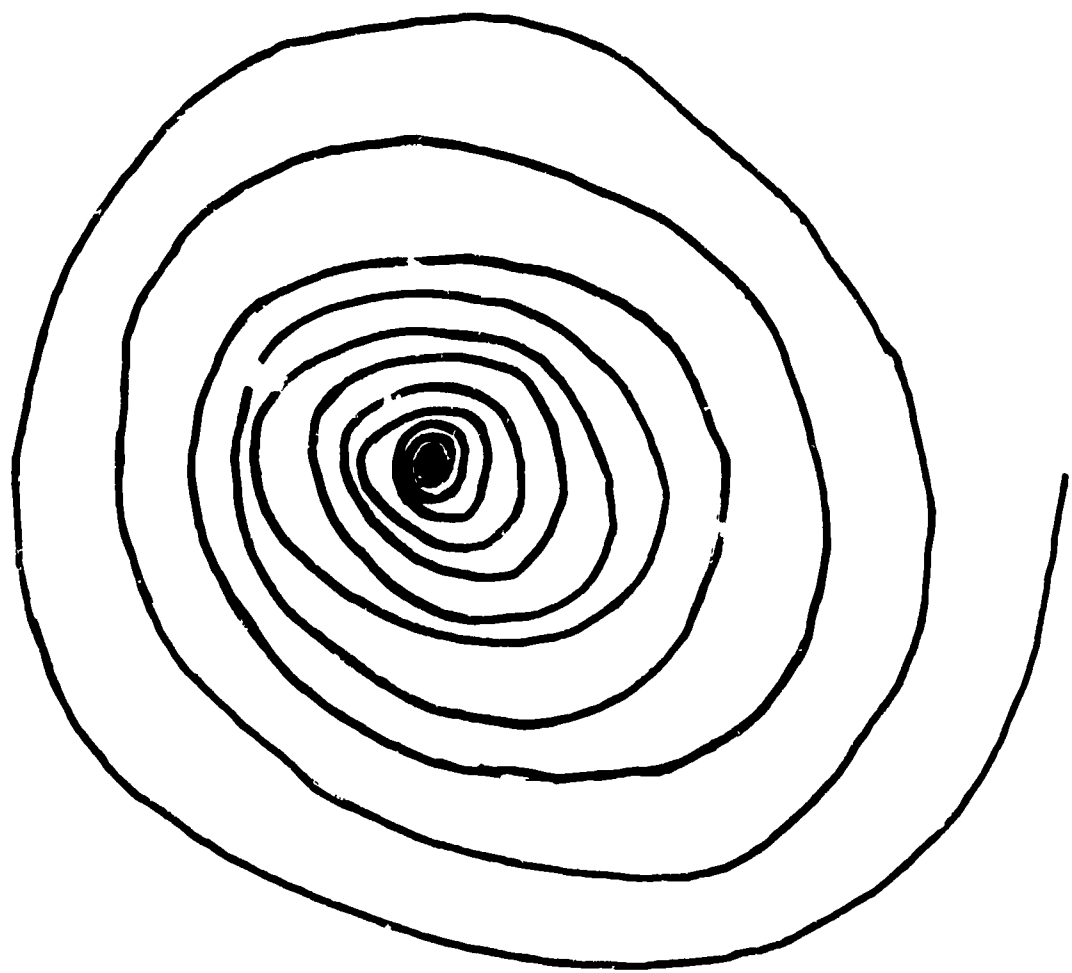
The architect was consulted and gave assurance that our present Library could be expanded and there was general agreement that the present nucleus location of the Library was desirable for the future development of the campus.

In the Fall of 1966, plans were made to form a Study Committee of interested faculty members to consider the Library project and to make building recommendations to the faculty, administration and the governing board.

This report is the result of the efforts of this Committee and constitutes the recommendations for the expansion of the present Cerritos Library into a Learning Materials Center.

Submitted by: William A. Keim, Study Committee Chairman
Sidney L. Thompson - Library Services Sub-Committee Chairman
William J. Bruff - Computerized Learning Center Sub-Committee Chairman
Allan Boodnick - Student Evaluation and Independent Study Center
Sub-Committee Chairman
Lyman C. Miles - Audio-Visual and Materials Preparation Center
Sub-Committee Chairman

LEARNING MATERIALS CENTER - THE PROBLEM



LEARNING MATERIALS CENTER -- THE PROBLEM

It has been traditional that within Higher Education the Library has functioned primarily as a book depository. This, at least, has been the case up through the early Nineteenth Century when revolutionary thought triggered a change which opened the doors of libraries for general use by students. Subsequent expansion followed until today, in Higher Education, we accept the fact that the Library is often the center core of the college campus and is thought of as an integral part of curriculum design. As technological improvements continue to make knowledge more easily available to more numbers of students, the Library assumes a stature of great significance on any college campus.

Recently we have begun to attach words and phrases to the Library which indicate a function well beyond what the early visionaries foresaw as the future of the cloistered book depository. Words such as Library "complex," phrases such as "Learning Resource Center," "Learning Materials Center," "Instructional Services Center," "Instructional Media Center," "Multi-Media Center," and others clearly imply an extension of the Library as a source of all learning materials but even more important to education is the implication that the Library is actively involved in the process of teaching.

The problem becomes one of establishing criteria which will assist in the planning of a comprehensive Library.

Criteria

There are four basic variables to be considered in the planning of any college or university plant designed to house learning resources:

- 1) Methods of instruction used by the College.
- 2) The students to be served.
- 3) The faculty to be served.
- 4) The concept of learning resources.¹

Methods of Instruction: Variables in instruction which will affect the planning of a center for learning resources:

- 1) The philosophy which governs lecture classes and smaller class discussion groups.
- 2) The opportunity and desirability to consign certain class content to programmed materials.

¹ Learning Resources for Colleges and Universities. Hayward, California. Sept. 1964 (adapted)

This programmed materials variable is perhaps the greatest single factor affecting methods of instruction to have appeared during the past decade. Emphasis on self-study, based on individual task achievement, has caused a revolution in the development of instructional technology and much of the demand for course content which can adjust to individual needs has come from industry and enlightened education circles. Both philosophies of traditional lecture and individually planned programmed materials affect the planning and become the first consideration in setting criteria.

The Students to be Served:

Generally it is agreed that the Junior College with its stated task, within the Master Plan for Higher Education, of effective and continuous counseling, has the greatest number of students with varieties of goals and abilities of any institution of higher learning. These students must be considered in providing facilities for resources, and because of the variations, a wide spectrum of materials must be provided. We must consider and plan for the following type of student:

- 1) Students with a specific goal in mind. This student requires highly organized materials; he probably needs fairly isolated study conditions and special Divisional or "major" areas for specialized study and research.
- 2) Students with no specific goal in mind. This student requires generalized materials aimed at vocational and occupational consideration. Perhaps service needs to be considered even for those who generally reject learning. How can they be reached? How much material attention should be provided to the non-committed student in a tax supported local community college? By definition, the Junior College is concerned with this student and functions in the guidance and counseling role to readjust his goals into realistic and meaningful channels.
- 3) Students who can and cannot profit from automated instruction. Principles of subject matter review for those older students as well as opportunities for the fast and slow learner are definitely part of considerations in fitting a learning center to the student.
- 4) Socio-economic and psychological variables within students. Some respond to a large, regulated Library, others do not. What factors need be considered to assure that most students will like and use the Cerritos Library?
- 5) The part-time student. Plans need to be made for supervision and professional assistance for all students at all hours in which the Center is operative.

Faculty Needs and Interests

- 1) The variations of subject matter interests among faculty members as well as inherent differences in curricula will have a profound effect upon the planning for the resource center. Some instructors will rely heavily upon the printed word in books and periodicals as resource materials for their subject areas. Others are involved in laboratory work and deal principally with things rather than words. These contrasting concepts must be provided for in terms of resources.
- 2) What proportion of the Materials Center should be given to each subject area?
- 3) What proportion of instructors rely upon Library materials while others minimize these services in dealing with subject areas?
- 4) How knowledgeable are Cerritos faculty members about the developments in instructional technology or the simple processes involved in the use of the Library? How prepared is the faculty to learn new ways of using a modern Learning Materials Center?

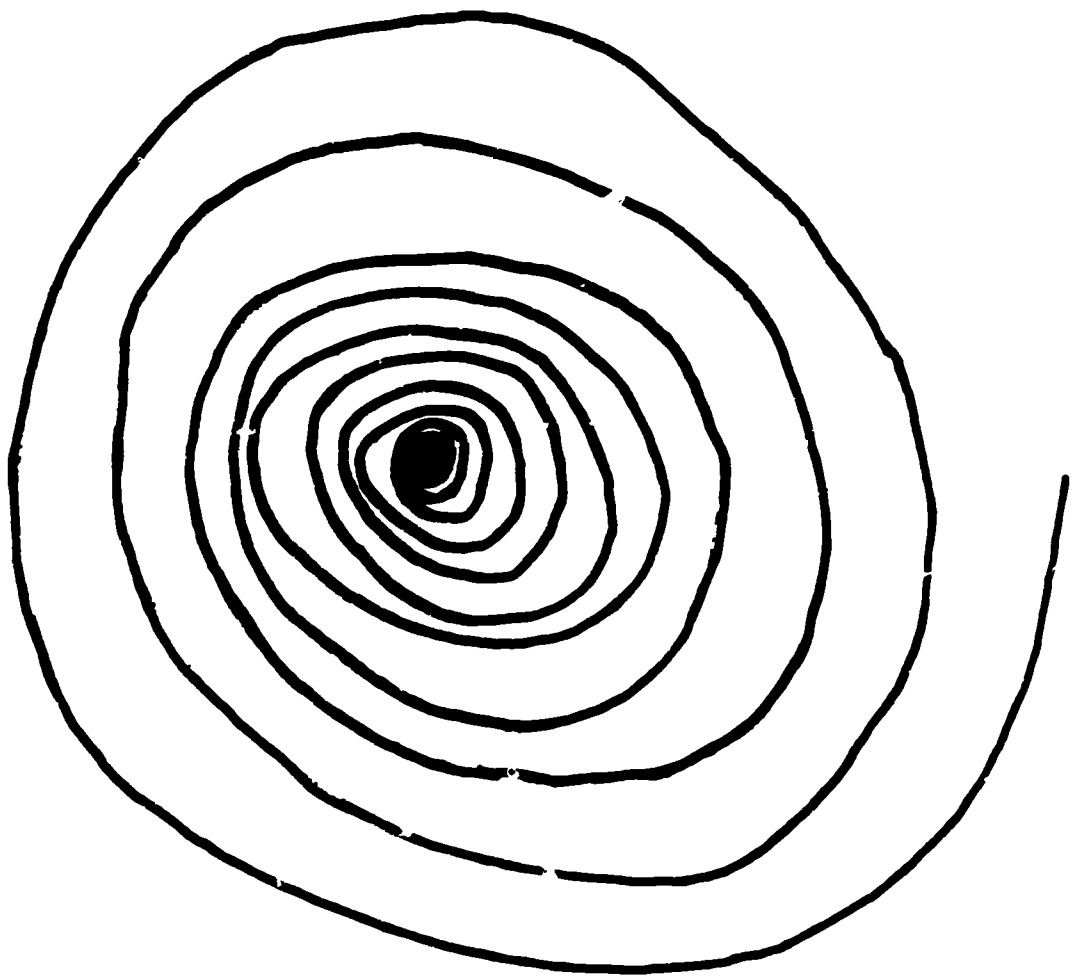
These faculty and student considerations are, of course, major factors in the establishment of a comprehensive Center. For after all, it is the use of the Learning Materials Center which will be the measure of its success, and if students and faculty will not or cannot accept the constructs which produced it, it becomes a monument to the futility of progress or a statement of the poor planning which went into it. We must all seek thoughtful response to these suggested criteria.

Concept of Learning Resources

In order to establish criteria for planning, it is necessary to define the term "learning resources" which is for the sake of this study, synonymous with "learning materials." Although there has been much work done in this area of definition, there seems to be little controversy or lack of agreement as to the definition of learning materials as it applies to the American educational process. The following list has been used extensively by other colleges and universities in the planning for this type of facility.¹

¹ Adapted from Brown, James, Lewis, Richard and Harclerood. Audio-Visual Instruction: Materials and Methods. McGraw Hill, N.Y. 1964.

ENTITLEMENT III



ENTITLEMENT III

As has been stated in the Foreword, the adoption of the plan to build a three-story classroom building focused attention upon the most pressing needs for additional building construction on the Cerritos campus. After the careful study of enrollment projections and consideration of the analysis of classroom facilities, it was determined to go ahead with the Master Plan projection to increase the size of the Library. Following a review by the Master Planning Committee and discussion in administration, the proposal to apply for funds was approved by the Board of Trustees on September 28, 1966. On October 7, 1966, an application was submitted to the Department of Education, Bureau of Finance, outlining the proposed Entitlement III Project.

Prior to the application, the District had been notified that according to the growth formula worked out by the State, the Cerritos District was entitled to a project cost of \$1,702,400 under the provisions of Entitlement III. Of this total, the State, through Entitlement III would provide: \$1,131,245
The Cerritos District, on a formula basis, would provide: \$ 571,155
\$1,702,400

The District application was made and the original project called for the expenditure of funds in the following areas:

Addition to the present Library facility	\$1,321,000
Addition to the Maintenance-Warehouse	64,522
Furniture for 3-story classroom building	85,040
Planning for Entitlement IV	100,000
Site Improvement & Contingency	<u>208,183</u>
Project Total	\$1,778,745

On April 14, 1967, Cerritos was notified that because of the lack of the availability of Entitlement funds, the State funds available under the Entitlement would be reduced from \$1,131,245 to \$849,268.

The Learning Materials Center Planning Committee, which was then involved in the Education Specifications for the building, was informed as to the reduction in the availability of funds but continued to press for specifications based on standard needs.

On June 30, 1967, the California State budget was adopted which allowed a slight increase in funds available under the Entitlement III funds for 1967-68.

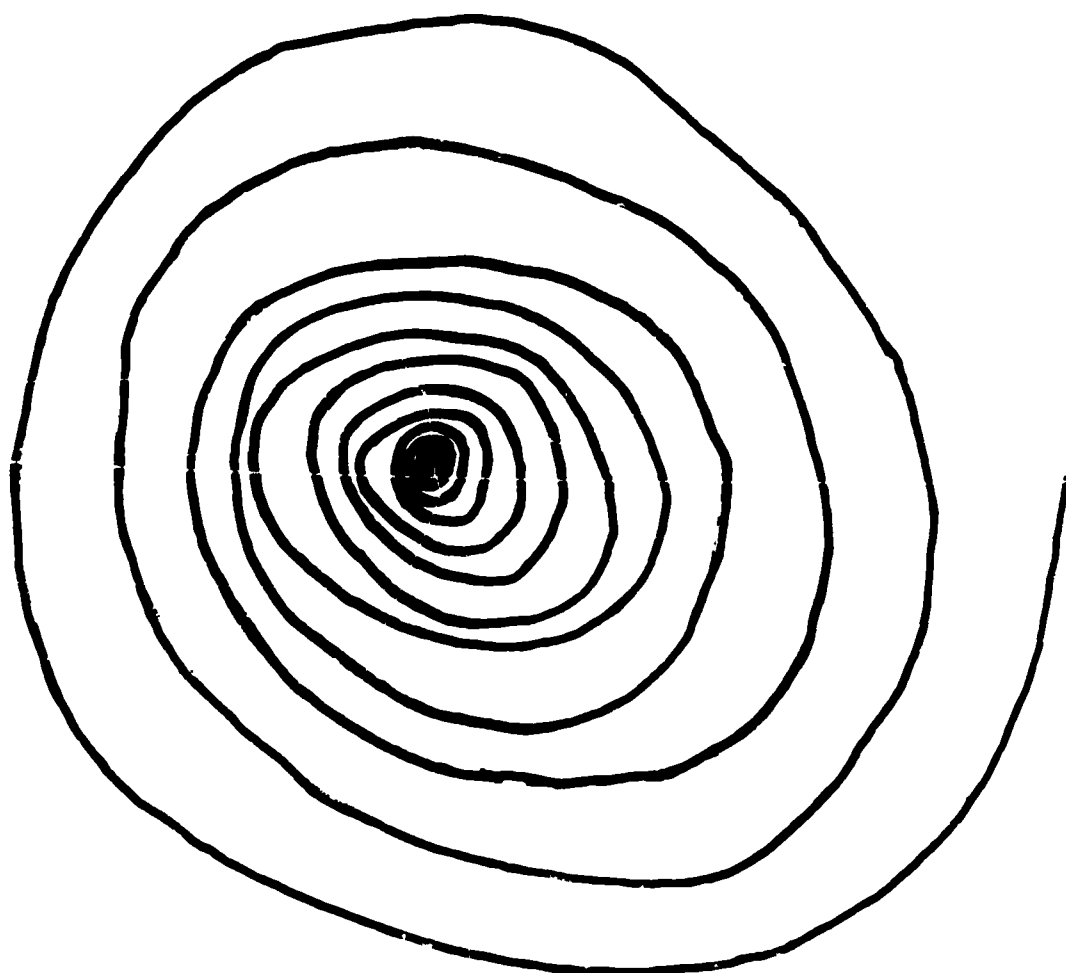
State Share	\$ 850,681
District Share	429,419
Project Total	<u>\$1,280,100</u>

This brought the total project cost to \$1,280,100 which is \$498,645 below the original project estimate. However, new concepts in engineering for the addition were introduced by the architect, Mr. Henry Wright, and considerable savings will be effected by these methods. It was felt that the recommendations for the Learning Materials Center should be predicated

on need rather than on the availability of funds and the report is based on this need.

On July 31, the District was notified that the project had been approved by the State and on August 1, a contract for architectural services was let to Kistner, Wright & Wright, Architects.

STUDY COMMITTEE ORGANIZATION



COMMITTEE ORGANIZATION

As soon as the Library addition was defined for purposes of research as a Learning Materials Center, the responsibility for the conduct of the study was turned over to William A. Keim, member of the Master Planning Committee.

Immediate steps were taken by Mr. Keim to initiate the formation of a committee needed to make the study. Every effort was made to encourage and to provide for broad participation in the planning and it was felt that a full school year could be spent in completing a recommendation.

The following formulative steps were taken while basic consultive and bibliographic research was underway.

- 1) A call for faculty volunteers to serve on the committee. (October 13, 1966)
- 2) A request to those volunteering for a preference as to area of interest. (November 17, 1966)
- 3) Appointment of sub-committee chairmen for four areas of interest. (January 11, 1966)

Thirty-eight responded to the invitation to serve on an Ad Hoc Planning Committee and of this initial number, thirty-two continued to serve throughout the study as active participating members. Many of these faculty members gave countless hours of their personal life to this program and made many personal and financial sacrifices in order to assist Cerritos College in planning the very best Learning Materials Center possible. All participants are to be commended for demonstrating the very highest professional standards.

The initial survey of available literature, and discussions with a Consultant in Junior College Facilities, Utilization and Planning, Dr. Milton Beck, led to the adoption of a sub-committee structure. It became evident that some successful studies which had led to learning Materials Center recommendations had used four major categories as areas of interest:

- 1) Library Services
- 2) Audio-Visual and Materials Preparation Center
- 3) Student Evaluation and Independent Study Center
- 4) Computerized Learning

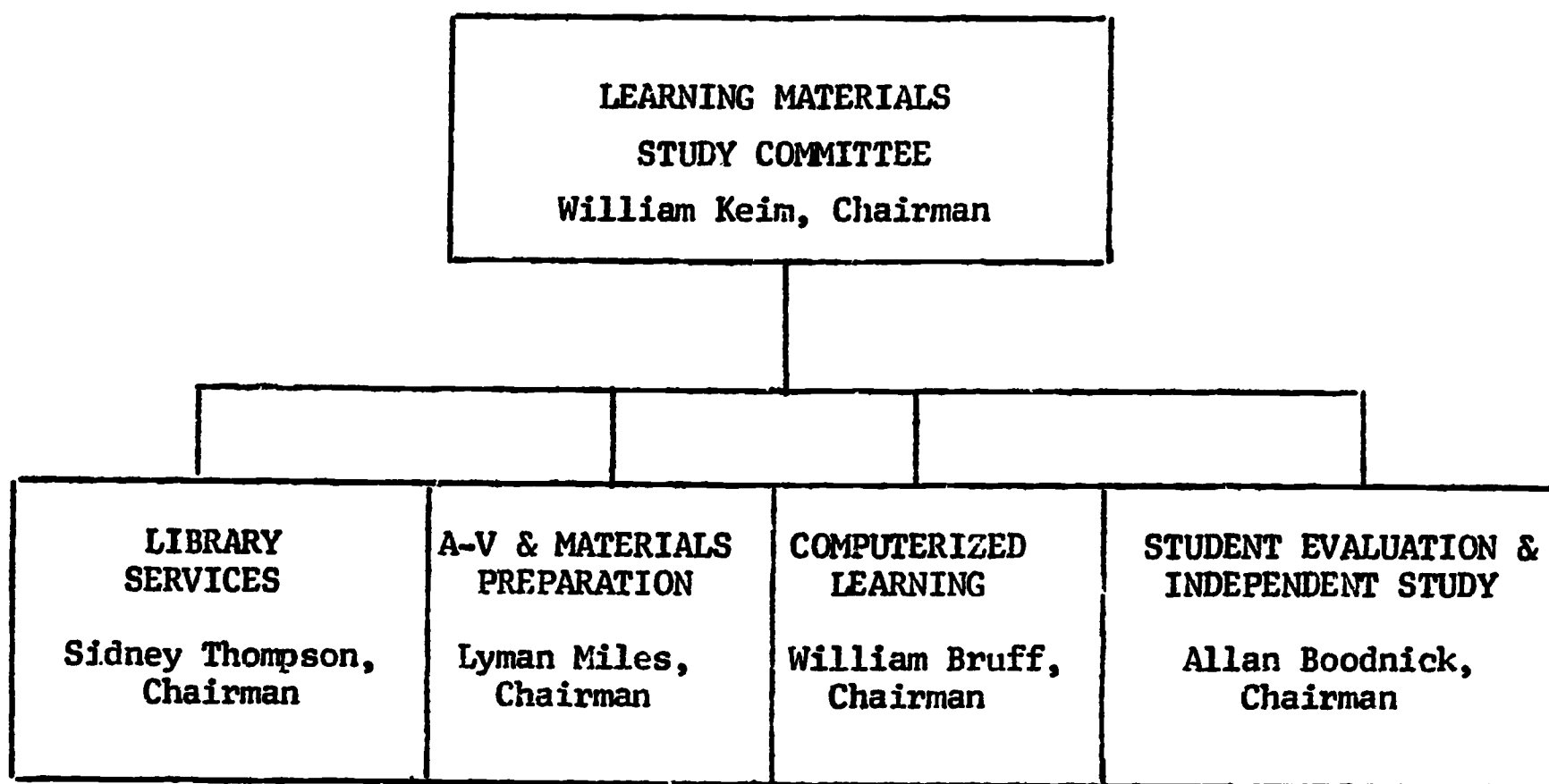
Four sub-chairmen were selected by the Committee Chairman following the request to the volunteers to state an area of interest.

Mr. Sidney Thompson, Library Services,
Mr. Lyman Miles, Audio-Visual and Materials Preparation Center,
Mr. Allan Boodnick, Student Evaluation and Independent Study Center, and
Mr. William Bruff, Computerized Learning.

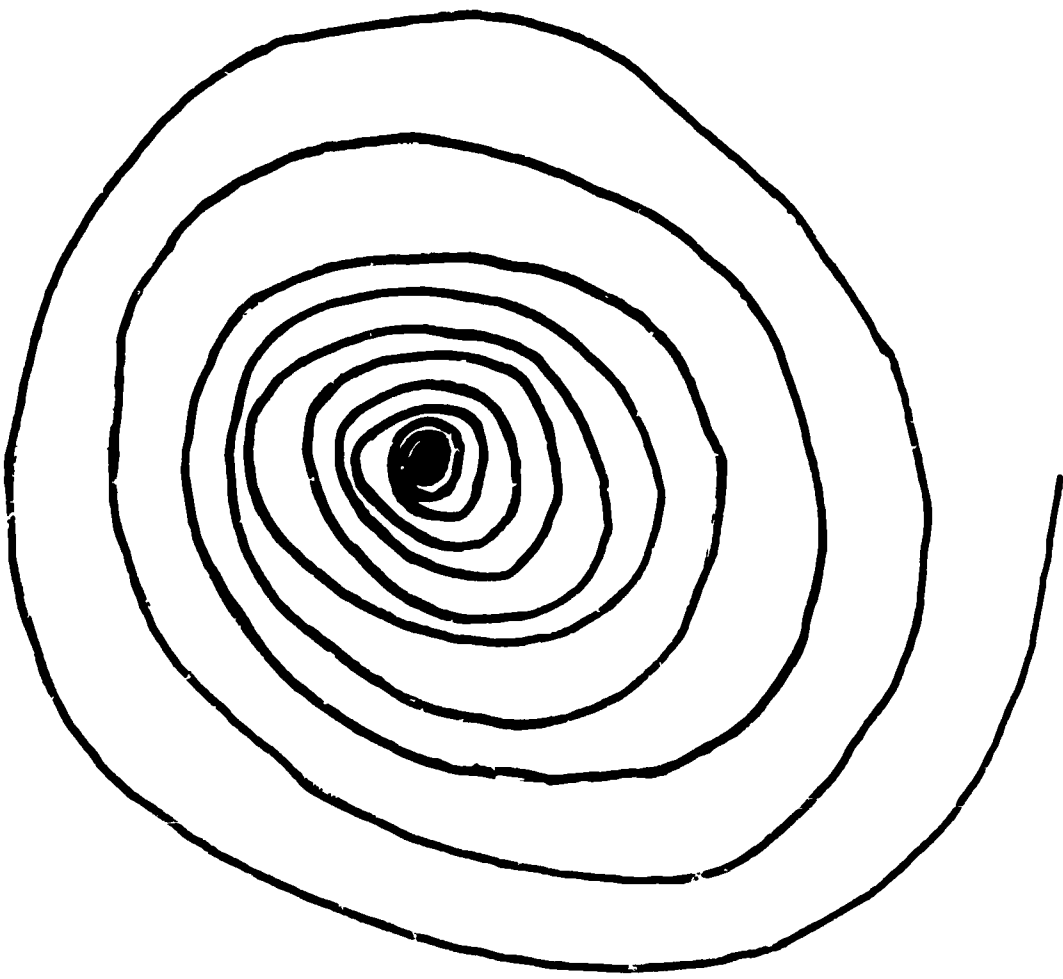
These members of the faculty agreed to serve as sub-committee chairmen and did so throughout the study.

A bibliography was completed by the Committee members, coordinated and organized by Mr. Thompson. It was available as reference material during the study period.

Each sub-committee met at regular intervals during the Spring semester and one large total Committee meeting was held on April 11 to assess objectives and to exchange reports.



AUDIO-VISUAL AND MATERIALS PREPARATION SUB-COMMITTEE



AUDIO-VISUAL AND MATERIALS PREPARATION SUB-COMMITTEE

Committee Purpose

This sub-committee assumed the task of recommending educational specifications for an audio-visual and materials preparation portion of the Learning Materials Center.

The Audio-Visual and Materials Preparation Committee visited various installations, looking for innovations, studying organizational structure, and determining performed services. Techniques for handling problem areas, utilization of personnel, and philosophy of service were additional areas that were examined.

Hardware and its relative merit were studied to help crystallize ideas and impressions concerning the equipment. The design and layout of the structure housing the Learning Materials Center were other items of note.

Membership of the Sub-Committee

Mr. Lyman Miles, Committee Chairman
Active Committee Members: Mr. Allen Frankley
Mr. Reed Shawver Mrs. Florence Tilson
Mr. Jean Allegre Mr. Mel Webster
Members who served for part of the study:
Mrs. Ruth Laidlaw Mr. Jim Dighera
Mrs. Mary Weidman Mrs. Doris Sanson

Meetings

General meetings of the Committee were held on the following dates: January 17, 24, February 21, May 23, 25, and June 6, 1967. These meetings were given over to discussion, planning of visits to other institutions, and evaluation of information. In addition, the Audio-Visual Committee Chairman arranged for the visit of a Consultant from Chabot College to meet with the Audio-Visual Study Committee and all other interested members of the larger study group. On May 16, 1967, Mr. A. "Don" Donatelli made a presentation of Chabot College with costs paid for by NDEA Title IIIB funds through the cooperation of Claude W. Haas, Asst. Chief, Bureau of AV & School Library Education, State Department of Education. Chabot has recently constructed a remarkable Materials Center and has gained national attention for its foresight and design in instructional technology.

Visits

Members of the Committee visited the following installations and institutions during the study period:

Mt. San Antonio Junior College	February 8
Hughes Aircraft - Fullerton	March 10
Los Angeles Valley College	March 16
Rio Hondo Junior College	March 17
San Bernardino College	April 14
La Mesa & Grossmont College	April 21
University of California, Irvine	April 27
North American Aviation	May 18

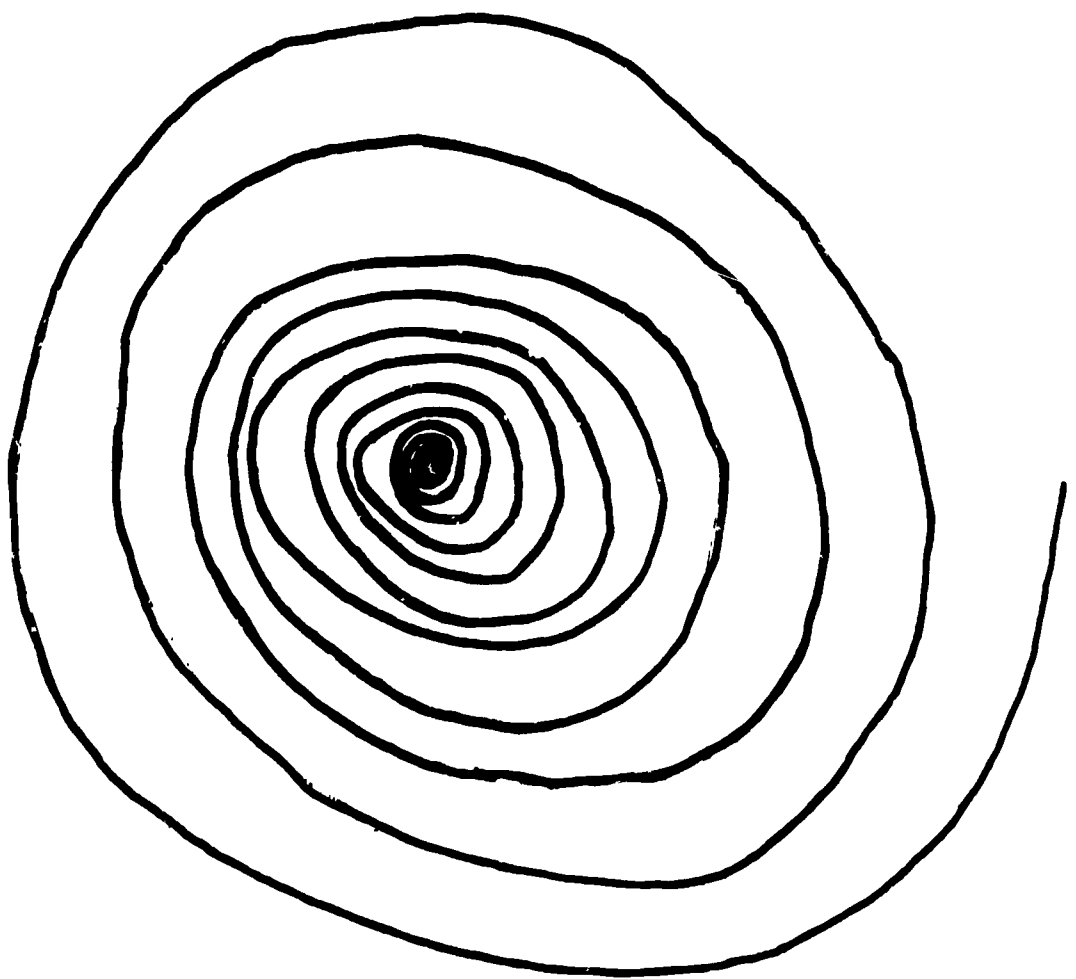
Some of these visits were made in concert with the other sub-committees and an attempt was made to circulate and share

information which was brought back from the visits. Appendix R has several examples of this reporting to the general study committee.

Summary

It is important to note that as the year progressed, two of the sub-committees found that their studies were not only parallel in many instances, but that their recommendations and conclusions could be a duplication of effort. Consequently, the Student Evaluation and Independent Study Committee and the Audio-Visual and Materials Preparation Committee joined committee efforts on many occasions and eventually produced a single set of educational specifications for the Learning Materials Center. The final results of both sub-committee efforts are contained in the Specifications.

LIBRARY SERVICES SUB-COMMITTEE



LIBRARY SERVICES SUB-COMMITTEE

Committee Purpose

The purpose of this sub-committee was to explore all aspects of Library Services in the Junior College and to recommend educational specifications for the expansion of these services at Cerritos College.

Membership of the Sub-Committee

Mr. Sidney Thompson, Chairman	
Mr. Keith Hinrichsen	Miss Sarah Jean Jenkins
Mrs. Betty Jones	Mr. Oscar Littleton
Mr. Wendell Markham	Mr. Ken Neville
Mr. John B. Palmer	

Meetings

Ten meetings of the committee were held: January 16, February 20, March 27, May 1, 8, 11, 17, 18, 22, and June 2. Following the preparation of the specifications, eight additional meetings were held with the architect in helping to clarify the first schematic requirements.

Visits

Chabot College, May 20, 1967
Cypress College, April 10, 1967
El Camino College, March 1, 1967
Citrus College, March 6, 1967
Golden West College, March 10, 1967
Grossmont College, April 21, 1967
Los Angeles City College, April 3, 1967
Los Angeles Valley College, March 16, 1967
Mesa College, San Diego, April 21, 1967
Mt. San Antonio College, February 27, 1967
San Bernardino Valley College, April 7, 1967
University of California, Irvine Campus, April 27, 1967
Arcadia Public Library, March 6, 1967
Crenshaw Branch, Inglewood Public Library, March 31, 1967

Summary

This sub-committee was perhaps the most active of the committees during the year and the thoroughness of their particular portion of the study is clearly evident in the educational specifications which were presented to the architect. Their work is a tribute to our present professional Library staff.

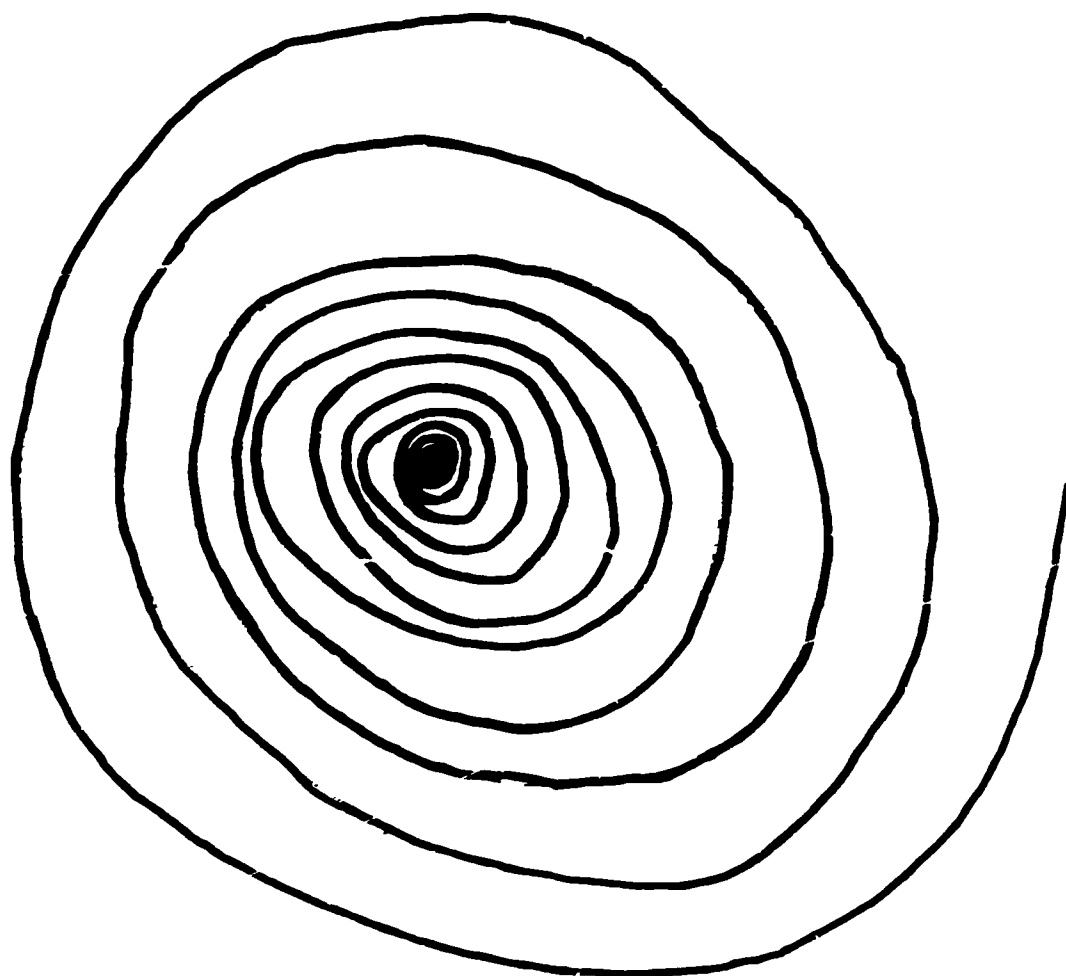
Of primary concern to this sub-committee was a careful appraisal of Junior College Library standards and every attention was given to producing Library Services which would place Cerritos high on the list of desirable installations.

Of equal importance to this group and all the sub-committees, was the emphasis placed upon the need to staff this facility with adequate personnel.

The educational specifications are written predicated upon an adequate staff for the services.

There is included in the report a recommended administrative structure to assure proper perspective for this major educational facility.

COMPUTERIZED LEARNING SUB-COMMITTEE



COMPUTERIZED LEARNING SUB-COMMITTEE

Committee Purpose

The purpose of this sub-committee was to investigate the current use of computers in Junior Colleges and to make recommendations for facilities in the new Learning Center.

Membership of the Sub-Committee

Mr. William J. Bruff, Chairman
Mr. Allan Siegel Mrs. Charlotte Carson
Mr. Don Balch Mrs. Edith Cracchiolo
Mr. Nels Overgaard

Meetings and Visits

1. Three general meetings were held for the group as a whole. Numerous meetings were held with smaller groups.
2. Members of the group reviewed the current books and periodicals covering material on the use of computers in college.
3. The chairman of the group participated in several meetings of the main committee.
4. Members of the group participated in various trips including the visit to Mount San Antonio, Rio Hondo, Foothill, Douglas Aircraft, and other institutions making use of computer technology.

Conclusions

- A. There is considerable interest in the possibilities of the use of computers in college instruction which can be subdivided into the following:
1. Control and analysis of the circulation of materials in the library (book check out, notification of overdue, inventory, analysis of utilization of specific materials, etc.)
 2. The use of the computer as an aid to instruction in those classes which are learning to use the computer (usually in math and business classes.)
 3. Use as an educational research tool by members of the faculty or administration who wish to obtain more meaningful analysis of the educational program.
 4. As a storage facility to accumulate information about student progress, aptitude, statistics, examination questions and other information which need not occupy file space.
 5. The most ambitious use of the machines would be to provide a flexible programmed learning facility which would permit students to work at their own pace on materials which are adaptable to this type of presentation. It would be recognized that the preparation of such programs is time consuming and expensive and that the research at the present time does not show a clear advantage for the use of computers for this type of instruction over the more traditional methods of instruction.

- B. There are plans in progress by both GE and IBM which would provide computer access on a rental basis through ordinary telephone lines and specialized equipment to feed problems and to read-out the results. It seems likely that the college will ultimately make use of such shared computer facility, either with other colleges or with a company which provides the service. In the meantime, we need to make sure that we have the room-space which can be adapted to such an operation.
- C. For use with the school owned computer (Honeywell), it would probably be most advisable to provide small rooms with the necessary card-punch machines (or tape punch). These cards could then be run through the computer on a scheduled basis at a time which was satisfactory to the personnel in data processing.

Recommendations

- A. That a review of the facilities needed and the comparative costs of the computer versus more traditional methods be evaluated. For example, the computer cost per day to keep track of circulation of books in the Library would be about fifty dollars. Can this be accomplished at less cost with secretarial help or clerks?
- B. Consideration should be given to providing necessary room for computer programming in the new center -- probably making use of multi-purpose rooms which may be used for other activities when necessary.
- C. An effort should be made to increase the use of the present computer facilities, both on the basis of economy and also to provide a training ground for the faculty who would like to become more familiar with the operation of the equipment. What are the possibilities of an in-service training program in the use of the computer as related to instruction?
- D. Consideration should be given to support equipment items such as card or tape punch machines, read-out devices, Xerox copiers, etc. which are necessary to obtain full use of the computer.
- E. Some tentative estimate of the amount of money available for capital outlay and support of the computer should be available to any committee making a study of its utilization.

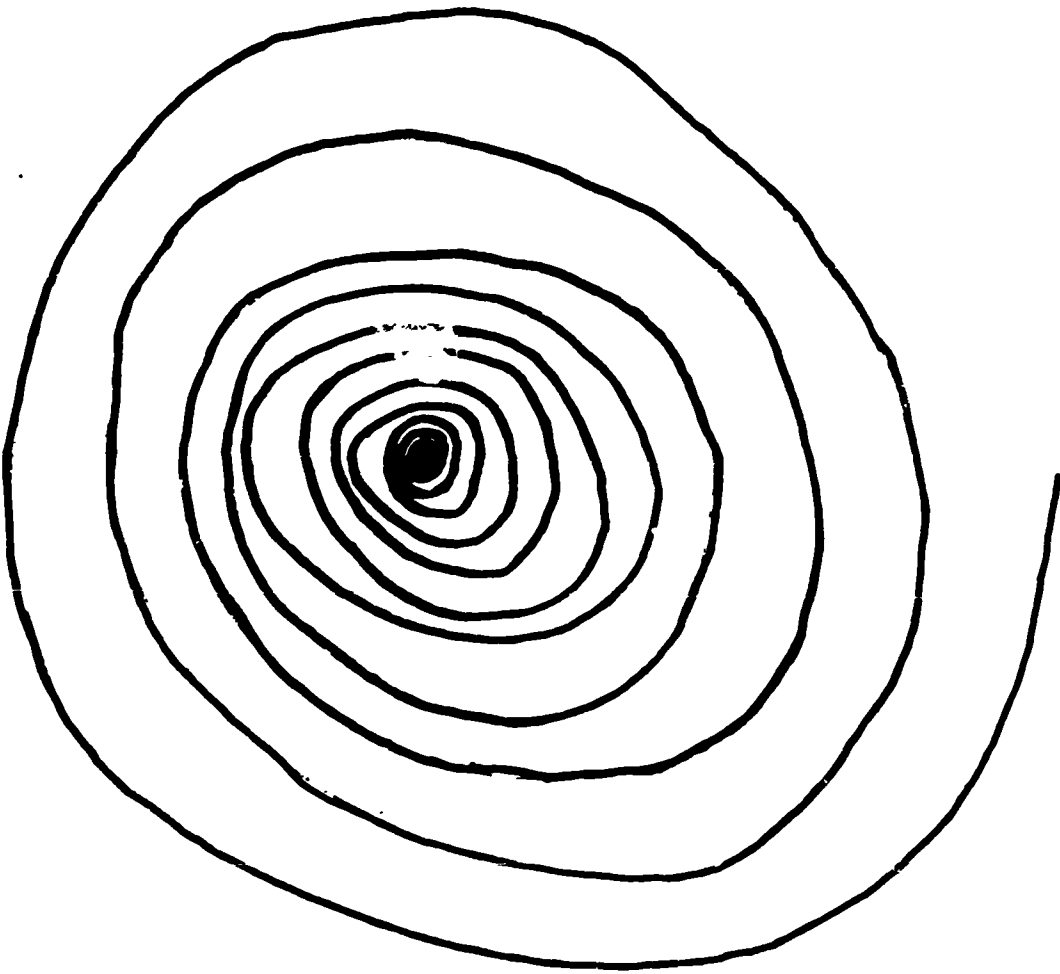
Summary

There is sufficient evidence to show that, while computer learning is certainly a part of the foreseeable future in higher education, there are factors which would suggest the exercise of some hesitancy in committing Cerritos to a definite computerized learning program at this time. The following facts substantiate this statement:

- a. Excessive, if not prohibitive, cost for a tax based institution.
- b. There are few programs available.
- c. Copyright restrictions have not yet been clarified and might eventually be restrictive in nature.
- d. Computerized learning is in an amorphous stage at present and needs more study.
- e. Our own stage in the development of the computer for research and administration precludes any but the most superficial use of the hardware at this time.

Recommendations for flexible, limited computerized learning facilities are included in the educational specifications.

STUDENT EVALUATION AND INDEPENDENT STUDY SUB-COMMITTEE



STUDENT EVALUATION AND INDEPENDENT STUDY SUB-COMMITTEE

Committee Purpose

During the past decade, much emphasis has been placed on Student Evaluation and Independent Study in Higher Education. Many examples of Junior Colleges can be found in which great strides have been taken in the nature of instructional technology. This technology has been designed to assist the instructor in student evaluation and to provide direct opportunity to the student for independent study. Auto-tutorial curriculum has been developed within Higher Education, and extensive successful research in the field has provided impetus to this revolution in the learning process. Some school districts, such as the Oakland Community College District in Michigan, have developed full curriculum committed to the auto-tutorial system while others, such as San Jacinto, Golden West, and Chabot, have initiated modified programs. Most educators recognize the value of the independent study concept to the growing knowledge of the nature of the learning process.

The task of the sub-committee on Student Evaluation and Independent Study was to study primary programs which related to their area of interest. An examination of techniques, new technological developments, trends for future needs in high education and model organizational structures were also considered and observed. The Committee looked for evidence of meaningful innovation and the subsequent evaluation of programs within schools which were visited.

Membership of the Sub-Committee

Mr. Allan Boodnick, Chairman	Mr. Leland Carlson
Dr. Evelyn Bibb	Mrs. Kathleen McDannel
Mrs. Dorris Boardman	Mr. Robert Simpson
Mrs. Mildred Guernsey	

Meetings

There were three sub-committee meetings held during the study, plus six individual conferences held at various times during the year:

January 17; January 24 (combined with A-V);
February 21 (combined with A-V).

Visits

Because of the limited number of California educational institutions which were actively involved in Student Evaluation and Independent Study experiments, the attention of the sub-committee was often directed to informative visits to some industries which are experimenting with work in these vital areas. The following visits were made to industry:

Betchel Industry (Commerce)	January
North American (Downey)	March
Hughes Aircraft (Fullerton)	March
System Development Corporation (Santa Monica)	April

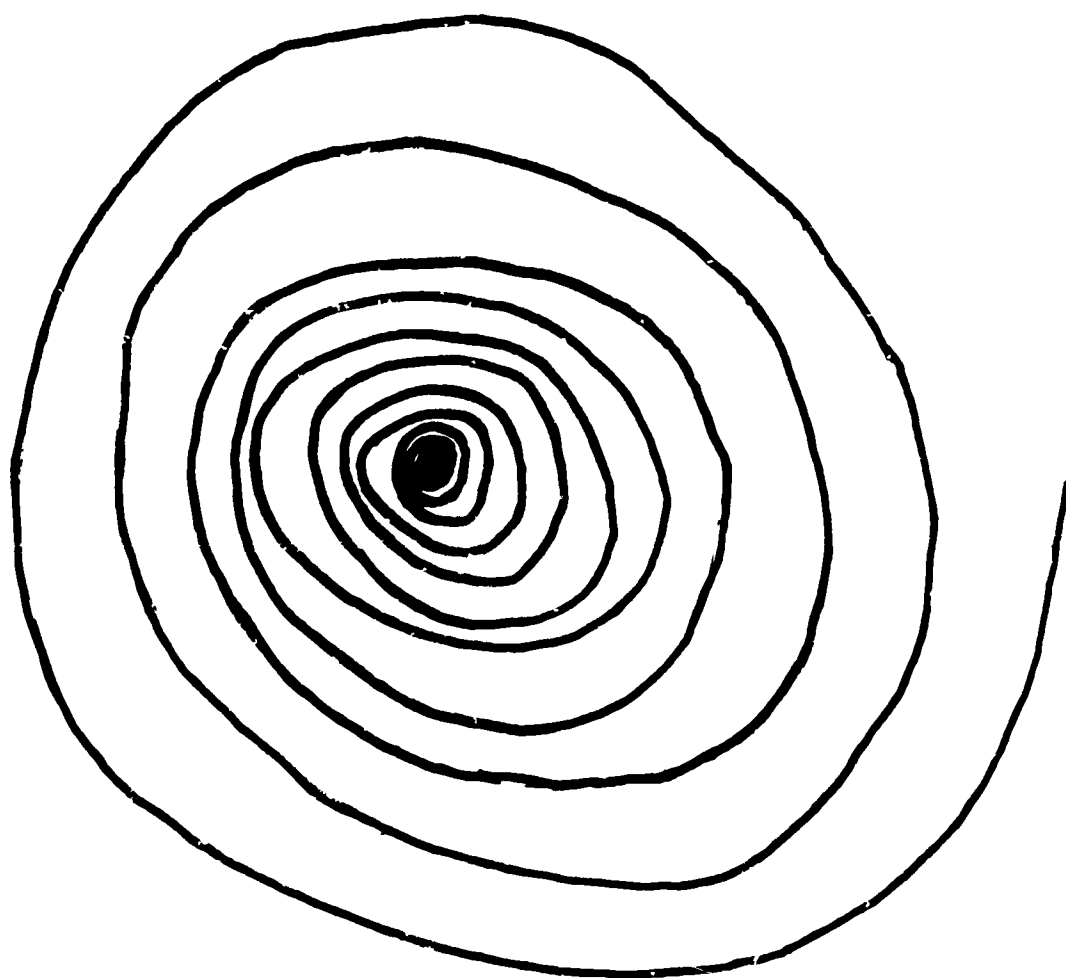
Educational institutions which were visited:

Fullerton Junior College	February
Golden West College	March

Summary

- A. As noted in the summary of the Audio-Visual and Materials Preparation Committee report, this independent study committee submitted its recommendations in concert with the A-V Educational specifications. In summary, however, the following conclusions were reached by the Committee for Student Evaluation and Independent Study:
1. There is a trend in Higher Education to make increased use of instructional technology.
 2. There is no conclusive evidence to support the contention that one system of instructional technology is necessarily better than another in the learning process.
 3. There are many new developments in technology which are undergoing experimentation at the present time, and the successful ones will be available for educational use in the near future.
 4. In its plan, Cerritos should provide facilities for general instructional technology.
 5. These facilities should be flexible in concept in order to facilitate variety, volume, and experimentation by various Divisions and Departments.
- B. It is the recommendation of the Committee to support the concept of providing two adequate areas for student evaluation and study. These areas will accommodate an average class in size and be flexible enough to provide for experimentation and development. It is the hope of the Committee that funds, either a grant or partial funding, will be available to equip these facilities in such a way that maximum use may be made of them.

**ADMINISTRATIVE AND PERSONNEL RECOMMENDATIONS
FOR THE LEARNING MATERIALS CENTER**



Administrative and Personnel Recommendations
for the Learning Materials Center

Library Services

For the Learning Center to provide adequate service to students and faculty, the following personnel will be required at the time the Center begins operation in 1968. These needs are based upon the assumption that the library services will continue to be offered for 62 hours a week, as is presently the case. Additional hours of service will require more personnel. The distribution of personnel in the area of public services is done according to the stations which will have to be covered and the work which must be done for these stations. The need for administrative and technical services personnel is about the same as it is now since the growth of the library collection is expected to continue at its present rate.

	<u>Professional</u>	<u>Non-Professional</u>	<u>Total</u>
Administration	1	1	2
Technical Services	1-1/2	2-1/2	4
Public Services			
Reference Room	1-3/4	1-1/2	3-1/4
Reserve Book Room	--	1-1/2	1-1/2
Periodical Room	1-3/4	2	3-3/4
Circulation Desk	<u>--</u>	<u>3</u>	<u>3</u>
Totals	6	11-1/2	17-1/2

"Professional" means fully qualified, full-time, librarians.

"Non-Professional" means fully qualified, full-time, classified personnel.

All positions are understood to be for eleven or twelve school months to provide continuous service while school is in session and for making it possible for the staff to do the necessary work of maintaining and improving the collection and arrangement of materials while school is not in session. Vacation times could be staggered so that coverage of the work stations is possible all of the year.

The above positions are all for full-time personnel and do not include student hourly help, which should be provided to help with shelving of materials and with routine clerical tasks under the supervision of librarians and classified personnel. This work has to be done in addition to the duties assigned to the professional and non-professional employees. Student help aids but cannot replace competent, full-time, professional or classified employees.

A-V and Student Evaluation and
Independent Study Personnel Needs

Various staffing formulas that would make it possible to perform audio-visual services are available. The California Library Association and the California Association of School Librarians recommend one AV position per 50 to 80 FTE faculty. This formula suggests a total of 9.0 full time positions, whereas a formula based on California State College standards suggests a total of 14.3 positions for an FTE student enrollment of 10,000. This latter figure is recommended by the Planning Committee.

Regardless of the figure suggested by a formula, the staff required to operate the Audio-Visual section of the Learning Materials Center at the time of its occupancy is determined by the stations to be manned, appreciation of problems encountered in operation of the present facilities, and a demonstrated need to increase the services available to instruction. This includes operation of facilities for a period of 62 hours per week.

	<u>Professional</u>	<u>Non-Professional</u>	<u>Total</u>
Administration	1	1	2
Technical Services			
Cataloging	1/4		1/4
Booking Clerk		1	1
Photo & Graphics		1	1
Electronic-Repair Technician		1	1
Recording Technician		1	1
Public Services			
Study Center Clerk		1-1/2	1-1/2
Receiving-Shipping Clerk		<u>1-1/2</u>	<u>1-1/2</u>
Totals	1-1/4	8	9-1/4

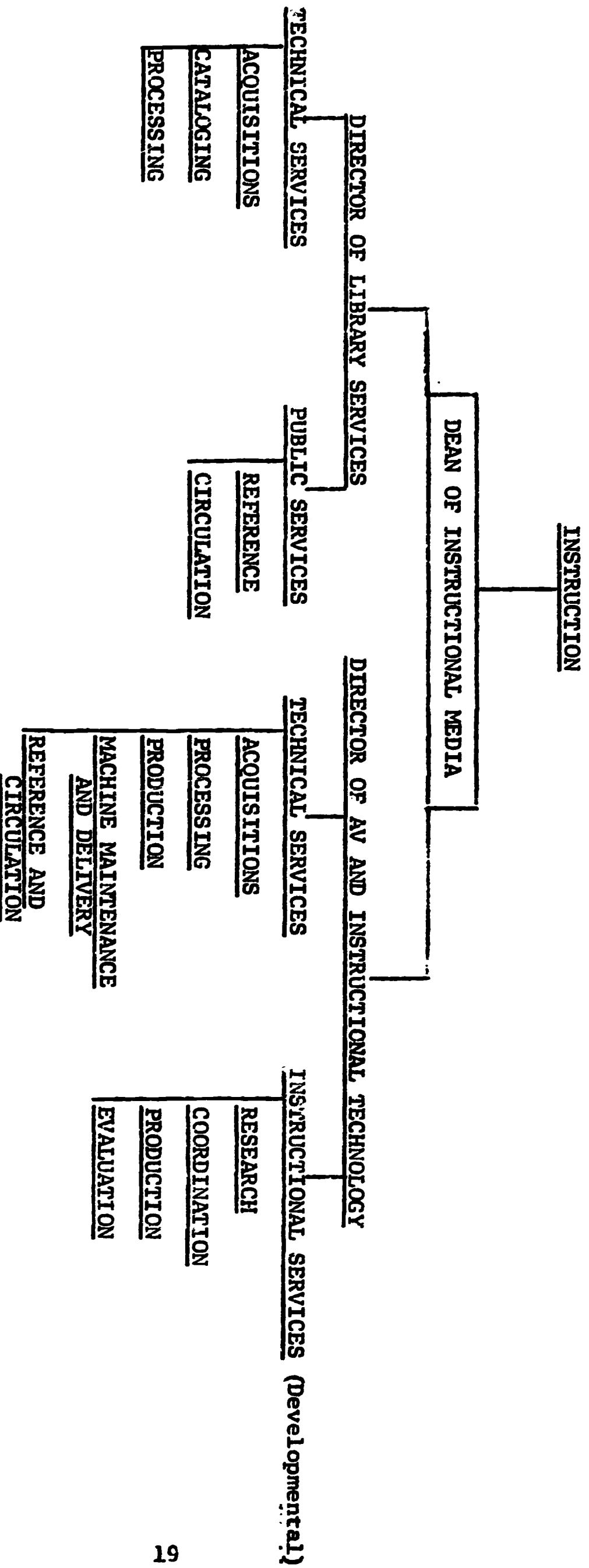
The preceding positions are for full time personnel and do not include student help, which should be provided to assist the Photo & Graphics area, the Receiving and Shipping area, and the Electronics Distribution Center. Although student help can be very useful, uninterrupted service is possible only through hire of full time personnel.

*** Administrative Structure**

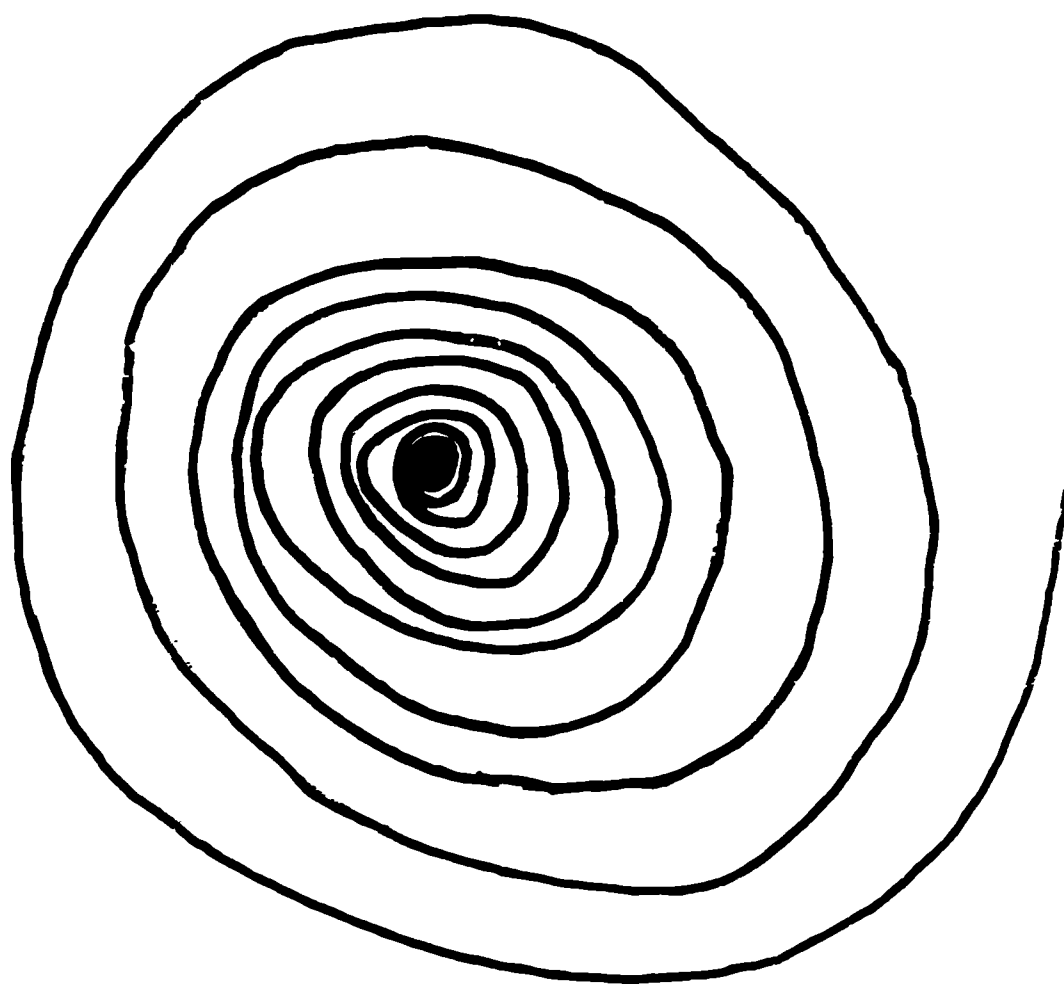
Careful consideration of various administrative models was an objective of our committee efforts and visits to other institutions usually included an appraisal of their present and recommended administrative structures. Many of these institutions were handicapped by lack of foresight in providing an adequate administrative structure to implement the educational philosophy expressed in their Learning Centers. Those which were so handicapped expressed keen concern that any planning include consideration of proper personnel and administration. Many such models were examined before the following plan was agreed upon as representing the basic philosophy of a Cerritos College Learning Materials Center. It involves the following recommendations:

- a. A Dean of Instructional Resources be appointed with an office in the Learning Materials Center. This position would be equated with the Academic Dean Level.
- b. Two positions under this administrative post would administer the Library Services and the Instructional Technology Services.
- c. It would be possible to add administrative positions if educational requirements dictated additions.

***NOTE:** The Administrative Structure recommendation is submitted as a report from the Committee Chairman and Sub-Committee Chairmen as representing general suggestions and comments from the total Committee, as well as from study of other institutions. No organized study of administration was completed by any of the Sub-Committees. This organizational suggestion is presented as a possible solution and comes basically from the Committee Chairman. At least four other solutions were considered but the one presented seemed the more desirable both for simplicity and for the administrative pattern of Cerritos.



LEARNING MATERIALS CENTER EDUCATIONAL SPECIFICATIONS



LEARNING MATERIALS CENTER EDUCATIONAL SPECIFICATIONS

This chapter represents the heart of the study in that it contains the educational specifications to the architect. These requirements from the Committee represent the evaluation of programs, assessment of standards, appreciation of educational philosophies, knowledge of trends, availability of funds and to some extent, sheer professional aptitude on the part of a segment of the Cerritos faculty.

The specifications, as they appear here, are those which were received by the architect and are followed by his preliminary architectural solution to the basic questions raised by the specifications.

This study is preliminary and reflects only the recommendation of the study committee.

Recommendations to the Architect - Library Services

The following recommendations are the results of activities of the Library Services Sub-Committee during the Spring Semester, 1967. Activities of this group have included visits to twelve junior colleges, one university campus, and two public libraries, readings in the Cerritos College reserve section on library development, references to locally prepared reports of enrollment and classroom utilization at Cerritos College, and references to two studies on junior college library standards.¹

The following estimated needs to 1980 are based on the local study of enrollment projections and the standards for staffing and materials proposed by the Standards Committee of the Junior College Roundtable.

FTE Student Population by 1980	10,000
Estimated FTE Faculty	444
Estimated ADA	7,000
Estimated Field of Study (except for General Education)	40

Estimated Collection Needs by 1980:

Basic Collection of Books	15,000
Add for FTE Faculty (36 per member)	15,984
Add for ADA (4 per unit of ADA)	28,000
Add for Fields of Study (120 per field of study)	4,800
Total for Books (monographs)	63,784
Periodicals (bound volumes)	25,000
Total Needed Collection (minimum)	<u>88,784</u>

Subscriptions to Periodicals Needed by 1980:

Basic Collection of Titles	300
Add 1.3 for Each FTE Faculty	577
Add 4 for Each Field of Study	<u>160</u>
Total Periodical Titles Needed	1,037

Not included in these figures are collections of pamphlets and maps, for which standards have not been set but for which facilities must be provided.

¹ RECOMMENDED STANDARDS FOR JUNIOR COLLEGE LIBRARIES IN CALIFORNIA, prepared by the Junior College Round Table of the California Library Association in cooperation with the California Association for School Librarians, March, 1967; and LIBRARY PHYSICAL PLANT STANDARDS FOR JUNIOR COLLEGES, prepared by the Coordinating Council for Higher Education, March, 1967.

This library is currently adding about 5,000 books a year, plus about 450 bound volumes of periodicals a year. Based on this growth figure and assuming that it will continue at about this rate, the following personnel requirements to 1980 are presented. The quantitative standards for junior college libraries in California as mentioned above were used to arrive at these recommendations.

Based upon the recommendations made by the two standards studies for seating, it was estimated that at Cerritos College seating should be provided for 16% of the full-time equivalent of total enrollment. Taking 10,000 as the estimated FTE by 1980, the Learning Center being planned for 1980 should have seats for 1,600 persons.

RECOMMENDATIONS FOR SPECIFIC AREAS AND SERVICES

I. TECHNICAL SERVICES AREA

Work to be performed in this area:

- A. Acquisitions -
 - Searching for title duplications
 - Ordering
 - Receiving
 - Accounting
- B. Cataloging -
 - Cataloging and classification
 - Recataloging
 - Discarding
 - Catalog maintenance of public catalog and shelf list
 - Inventory
- C. Processing -
 - Preparation of new library materials
 - Bindery preparation and control
 - Book mending

General description of area needs:

This area will be used for receiving and processing library materials. It must be located off a receiving dock to which delivery vehicles have access. The dock should not be an area used by students entering or leaving the library.

This area should be on the ground level and located in such a way that it is not in the stream of traffic within the library. It is to be a work area solely and is not to be a passage way to the public parts of the building.

Essential features of this area:

- a. Office for department head 120 asf
- b. Small cloak closet within this office area 10 asf
- c. Desk space in main room for 4 assistants and/or 850 asf
clerks (This area is to have a wall counter work space with sink, electrical outlets, and open shelves; space for a large work table; space for a slanted shelf or table for holding cataloging and acquisitions indices; space for the shelf list cabinets.)

d. Receiving area at dock entrance with compartmented shelves and counter for checking in, sorting, and distributing new materials.	250 asf
e. Shelving space with shallow, open shelving for books just received or in process, sufficient to hold 4,000 volumes	400 asf
f. An adjoining supplies storage room with open, 15" deep shelves and a door which locks.	<u>180 asf</u>
Total ASF Needed for Technical Services Area	<u>1,810 asf</u>

II. PUBLIC SERVICES AREAS

Work to be performed in these areas:

A. Reference Services -

1. Providing orientation and informal instruction in the use of library materials.
2. Furnishing reading guidance
3. Answering reference and information questions
4. Providing documents, pamphlets, serials (magazines, yearbooks, etc.), and providing special materials (microforms, maps, etc.)
5. Bibliographic searching and indexing
6. Correlating library materials with the instructional program and community services of the college.

B. Circulation Services -

1. Keeping statistical records
2. Checking materials in and out
3. Maintaining a reserve collection
4. Shelving materials and keeping them in order
5. Maintaining borrowers' records
6. Providing inter-library loan services

C. Other Services -

1. Copy services
2. Microforms and typewriting facilities
3. Library displays and exhibits

Recommendations for these areas:

A. Reference Room

General Description of the Area Needs:

This area will be used for shelving reference books and for providing a reading area for students using reference materials. Open shelving will be used for about one-fourth of the collection; closed shelving will be used for about three-fourths of the collection considered to be of heavy demand and therefore better kept in a closed area and checked out for use in the room as needed.

II. PUBLIC SERVICES AREAS (continued)

A. Reference Room (continued)

Essential features of this room:

- | | |
|--|-----------|
| 1. Office for department head, book shelves, glass partition to main room | 100 asf |
| 2. Small cloak closet in this office | 10 asf |
| 3. Counter to entrance to restricted area of Reference Room. The main room is to be separated from the restricted study area by a glass partition and a glass door. A sliding glass panel is to be provided so that service can be given from the counter to students in the main room. | 50 asf |
| 4. Separate room adjoining main room, with access by counter, for shelving about 6,000 volumes kept in this restricted area. | 600 asf |
| 5. Carrels in the restricted area for seating 20-25 students | 500 asf |
| 6. Carrels in the main room for seating 100 students | 2,500 asf |
| 7. Wall shelving in the main room for shelving 2,000 volumes | 200 asf |
| 8. Ten seminar rooms for 4 students each. These rooms are to be approximately 8 x 8. A chalk board is to be in each room. A glass wall on one side will permit observation from the counter. These seminar rooms are for the use of small study groups and are to be sound-proofed and are to have locks on the doors. | 380 asf |

Total ASF Needed for Reference Room	<u>4,340 asf</u>
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B. Periodical Room

This room will be used as a reading room with storage and work areas for handling periodicals, paper copies as well as microform copies.

Essential features of this area:

- | | |
|---|-----------|
| 1. Office for department head, with book shelves, glass partition to main room and to current issues room | 100 asf |
| 2. Small cloak closet in this office | 10 asf |
| 3. Carrel seating in the main room for 155 students | 3,840 asf |
| 4. Counter to separate the main reading room from storage areas and to give service to students wishing back issues not on the open shelves in the main room | 50 asf |
| 5. Adjoining storage space for back issues with shelving to hold about 48,000 unbound pieces. The entrance to this storage area must be behind the service counter. | 600 asf |
| 6. Storage space behind main counter for holding 12,000 reels of microfilm, about 30 cabinets. | 60 asf |
| 7. Adjoining office space and work area for 2 clerks, with cupboards for supplies, shelves for materials in process, and a sink | 280 asf |

II. PUBLIC SERVICES AREAS (continued)

B. Periodical Room (continued)

8. Separate reading room off main room for keeping current issues. This room is to be a comfortable reading room for students using current issues and newspapers. Seating is to be for 20 students. Shelves in this room are to hold 750 different issues of magazines and newspapers. This room is to have a glass partition dividing it from the main room, the counter, and the office. Entry is to be through the counter area. 500 asf
 9. Separate microfilm reading room off the main room to seat 35 students at microfilm units. A glass partition is to be used to separate this room from the main reading room, and the microfilm storage area. 875 asf
 10. Open wall shelving in main room for bound volumes not kept in the storage area, estimated to be 2,000 volumes shelved in the main room. 200 asf
 11. Separate soundproofed typing room near entrance to the main room for 6 students 150 asf
- Total ASF Needed for Periodical Room 6,665 asf

C. Circulation Desk

This area is to be located at the exit from the stacks area. An "In" and "Out" door arrangement could be set up with the Circulation Desk at the "Out" position so that persons leaving the stacks must exit by this desk.

Essential features of this area:

1. An office off the circulation desk with space for filing borrower's cards, some storage, built-in safe, working space with a desk for 1 clerk, shelves for 1,000 volumes 200 asf
 2. Small cloak closet in this office 10 asf
 3. U-shaped counter area for circulation activities with space for book cards, 2 charging machines, etc. Drawers and shallow, backed open shelves below counter. A glass partition will separate the counter area from the circulation office area. "Out" doors will direct the students by the checkout portion of the counter. 320 asf
 4. A book return slot at counter with roller conveyor to a book cart behind the desk. --
- Total ASF Needed for Circulation Desk 530 asf

D. Reserve Book Reading Room

This room is for the use of students who wish to check out reserve books. This room is located so that the work area can be used by clerks in this room as well as those serving the Periodical Room. Entry from the work room is possible into both the Reserve Book Room and the Periodical Room so that, if necessary, the clerical staff in either room could serve the other room.

II. PUBLIC SERVICES AREAS (continued)

D. Reserve Book Reading Room (continued)

Since this room is to have no materials placed on open shelves and is to be unsupervised except by observation from the counter and office, no shelves need be placed in the room.

Essential features of this room:

1. Office with book shelves and cloak closet	100 asf
2. Counter for service to students within the room, drawers and 15" deep shelves under the counter	80 asf
3. Stack area off counter for shelving about 2,000 reserve volumes	200 asf
4. Reading space at carrels within the main room for 200 students	5,000 asf
5. Ten seminar rooms for 4 students each, seated at 1 table in each room, approximately 8 x 8 dimensions for each room. A chalk board is to be on one wall in each room. A glass wall on one side so that activities within the rooms can be observed from the counter and office. These seminar rooms are to be sound-proofed and are to have locks on the doors.	640 asf
6. Typing room for 6 students	<u>150 asf</u>
Total ASF Needed for Reserve Book Room	<u>6,170 asf</u>

E. Open Stacks for General Collection of Books and Other Materials

This area is for shelving in open, two-faced shelves, the general circulating book collection. One-way entrance and exit doors are to be provided. Exits from the stacks must be arranged so that the borrowers go by the circulation desk for control of book circulation.

Essential features of this area:

1. Space for shelving approximately 75,000 volumes	7,500 asf
2. Wall shelving along walls near entrance to stacks for shelving new and display books, about 1,000 vols.	100 asf
3. Alcove off stacks for shelving pamphlets and maps. The pamphlets are to be stored in vertical files, and the maps are to be in a map case. There should be room for 10 vertical files and 1 map case. Two tables, seating 4 students each, will be in this alcove.	150 asf
4. Carrels are to be along 2 walls of each stacks section to seat 80 students. Appropriate lighting is to be provided above the carrels.	2,000 asf
5. A typing room for 10 students is to be in this area. Glass partitions will divide this room from the stacks, and this room will be soundproofed.	<u>250 asf</u>
Total ASF Needed for General Stacks	<u>10,000 asf</u>

II. PUBLIC SERVICES AREA (continued)

F. Card Catalog

The public card catalog should be located so that it is convenient to the Reference Room, the circulation desk, and the general stacks areas. Relatively easy access from the Technical Services area should be provided. The drawers should be so arranged that a large number of students can use the catalog at the same time. The catalog section need not be all in one unit but could be divided for student convenience. The size of the present card catalog should be doubled, and the additions should be separate from the existing unit. The public card catalog could be in an alcove arrangement, but it should be situated so that it can have some supervision from the circulation desk. The cabinets should be raised at least one foot above their present height from the floor. 350 asf

Total ASF Needed for Public Card Catalog 350 asf

G. Classroom

This room will be used by classes visiting the library services section under instructor supervision and for instruction of students in the use of the library. It should be located near the entrance to the library section but should not have a separate outside entrance. It could be used for instruction in library technology.

Essential features of this room:

1. Lecture-type seating for 40 students 600 asf
2. Chalkboard and other provisions for audio-visual equipment used in instruction --
3. Open shelving around the room for a classroom and demonstration collection of 300 volumes 30 asf
4. An area of the room should be similar to the work area of the Technical Services Room so that the library technician students could practice in a laboratory situation. This area should have a work counter with a sink, storage cabinets for supplies, electrical outlets. 70 asf

Total ASF Needed for the Classroom 700 asf

H. Faculty Reading Room

This room will be for the use of the faculty for reading and for holding small-group conferences.

Essential features of this room:

1. Space for comfortable furniture, movable to permit re-arrangement for conferences and to seat 20 persons 500 asf

II. PUBLIC SERVICES AREAS (continued)

H. Faculty Reading Room (continued)

2. Shelves for books most recently added to the collection or for a professional collection, with shelving space for 200 volumes

20 asf

Total ASF Needed for the Faculty Reading Room

520 asf

III. ADMINISTRATIVE SERVICES AREAS

A. Chief Administrator's Office

1. Located near the entrance to the building. Persons going into this office should have to pass through the secretary's office.)
2. Wall shelves in the room for about 100 volumes)
3. Room for 1 desk, several chairs, and a file cabinet)
4. A small closet for coats) 150 asf

B. Assistant's Office

1. Located off the secretary's office)
2. Arrangement approximately as for Chief's office) 150 asf

C. Secretary's Office and Reception Area:

1. Reception area to seat at least 4 visitors 50 asf
2. Office space for a desk, files, small table 140 asf
3. Counter-height open wall shelves with counter top --
4. Small cloak closet off this room 20 asf

D. Storage Closet and Workroom

Off the secretary's office should be a duplicating and supplies storage room with shelves, tables for machines, and a counter for stapling and other work. This room will be used for storing general items not stored in specific areas. There should be deep, open, sliding shelves and deep, open compartments for storing display materials and open shelves for storing books. 600 asf

E. Staff Room

This room should be located off the Technical Services Area. It should be planned to have:

1. Space for lounge furniture to seat about 10 persons)
2. Space for tables seating about 8 persons)
3. Built-in lunch counter for seating about 6 persons)
4. Kitchen facilities including a stove, refrigerator, dishwasher, cupboards, counter with electrical outlets, and work area.)
5. Space for, or built in, 15 coat-type lockers for the staff)
6. Restrooms for the staff) 800 asf

Total ASF Needed for Administrative Areas

1,910 asf

SUMMARY OF SEATING, SHELVING, AND ASSIGNED SQUARE FEET FOR LIBRARY SERVICES

	<u>Patrons Seated</u>	<u>Vols. Shelved</u>	<u>ASF</u>
I. Technical Services	--	Temporary	1,810
II. Public Services:			
A. Reference Room	165	8,000	4,340
B. Periodical Room	216	2,000 bound 48,000 pieces unbound 12,000 reels of microfilms	6,665
C. Circulation Desk	--	Temporary	530
D. Reserve Book Room	246	Temporary	6,170
E. Open Stacks	90	76,000 plus maps and pams.	10,000
F. Card Catalog	--	--	350
G. Classroom	40	Temporary	700
H. Faculty Reading Room	20	Temporary	520
III. Administrative Areas			
A. Browsing Circle	<u>70</u>	<u>Temporary</u>	<u>1,910</u>
Totals	847	86,000 vols. 12,000 microfilms 48,000 unbound pieces plus maps and pams.	32,995

Seating and ASF These Recommendations

Total Seating Needed	1,600
1967 Library Services seating	<u>847</u>
Seating Not Yet Provided	753
Net ASF Assignable	49,800
ASF Requested Library Serv.	<u>32,995</u>
ASF Not Assigned	<u>16,805</u>

Architect's Area Recap

	<u>sq.ft.</u>
a. Existing Building Area	
(1) Gross Area	27,200
(2) Net Assignable	23,500
b. Proposed Addition	
(1) Gross Area	33,790
(2) Net Assignable	<u>26,300</u>
Total Gross Area	60,990
Total Net Assignable	<u>49,800</u>

SPECIFICATIONS OF AUDIO-VISUAL AND MATERIALS PREPARATION AND STUDENT EVALUATION AND INDEPENDENT STUDY

The primary purpose of an audio-visual program is service to instruction. It is the job of the Audio-Visual Service to help enrich the instructional experiences of the student. While primary and professional decisions are made by the faculty member, operational distribution responsibilities are assumed increasingly by the Center. Part of these distribution responsibilities will include transmitting and receiving video signals to and from the classroom as well as physical delivery of equipment.

Additional roles of the Audio-Visual Service that are assisted by the design of the library addition are that of providing the facilities and assistance to:

1. Enable the instructor to experiment with the multi-media approach to teaching and subsequent evaluation of these methods.
2. Instruct teachers in use of available media.
3. Permit teachers to develop and construct teaching aids.

Audio-Visual Service Functions

Audio-Visual Service areas in the learning center may be listed as follows:

1. Distribution of equipment and materials.
2. Preparation or production of materials.
3. Service for independent study.
4. Service for group study.
5. Electronic distribution services and related activities.
6. Services for listening.

1. Distribution of Equipment and Materials

This area will be used primarily for receiving and processing materials and equipment. Other functions of this area will be storage, inventory, repair, maintenance, inspection, and distribution to the classrooms. This area should be on the ground floor adjacent to loading facilities.

Features of this area

- | | |
|--|---------|
| A. Receiving and shipping | 200 asf |
| B. Materials storage for filmstrips, slides, recordings, films, etc. Repair and inspection facilities are also located in this area. | 300 asf |

C. Equipment storage adjacent to receiving and shipping, and electronic-mechanical repair shop. Equipment and materials should be adjacent to facilities for sending to the upper floor.	600 asf
D. Preview rooms (2) adjacent to materials storage. 80 asf each.	160 asf
E. Cart storage adjacent to equipment storage.	150 asf
F. Clerical stock clerk desk adjacent to flow of traffic.	80 asf
G. Electronic-mechanical repair shop. Storage for electronic supplies and equipment, tools, and lamps.	300 asf
	<u>1,790</u>

II. Materials Preparation

This area will be used for producing visual materials such as slides, filmstrips, motion picture films, transparencies for overhead projector use, charts, graphs, photomurals.

A. Graphic reproduction room. To contain reproduction equipment: Ozalid (must be vented), thermofax, ditto, dry mounting press, paper cutter, film dryer (vented), mounting facilities, varityper & enlarging camera, photo dryer, and print wash facilities.	400 asf
B. Photo studio (adjacent to darkrooms and graphic reproduction). Should be capable of darkening completely as auxiliary darkroom for making large prints.	300 asf
C. Darkrooms	
1. Film processing	150 asf
2. Film printing darkroom	200 asf
3. Film loading and storage	100 asf
D. Three dimensional training aids production. Access to shipping and delivery and separated from sound facilities.	400 asf
E. Two offices for graphic and photo personnel. 80 asf each Offices should open into consultation-layout-drafting room.	160 asf
F. Consultation-layout-drafting room. Audio-Visual Coordinator should have access to this area.	176 asf

1,486

III. Independent Study Center
(Independent Study Sub-Committee Specifications)

A 40 position independent study center with coaxial cable, power, and audio to each carrel. Total space per carrel - 43.3 asf. This includes aisle space, crawl space, and supervision space. 1730 asf

This room must be adjacent to the teaching materials desk and control room for ease of supervision and purpose of dispensing programmed teaching materials and equipment. Dial access facilities located in each carrel will be used to control electronics distribution services.

Clerical station for dispensing materials and equipment (cartridge 8mm type projectors, filmstrips, projectors, manuals, records, models, specimens.) 80 asf

Storage for minor equipment and material 200 asf

Teaching assistant's office for providing help to students 80 asf
2,090

IV. Experimental Classroom 1,200 asf
(Student Evaluation Sub-Committee Specifications)

- A. It is recommended that a classroom be available so that a group of students (40 positions) can be exposed to the major electronic devices for learning. This room should contain the following facilities:

Video monitors for transmitting a recorded or live video presentation.

Immediate and total student response to the instructor by means of a system similar to the Edex equipment with capabilities for completely computerizing audio-visual presentations.

Room darkening facilities.

Ceiling lights on rheostat- recessed over each student station.

Controls to be operated from teacher position.

- B. Projection booth, materials, and class preparation room. This room could make rear projection available to the experimental classroom. 300 asf

Facilities for operating a wide variety of audio-visual equipment: overhead projectors, motion picture projectors, filmstrip projectors, tape recordings, audio (tape or disc), video monitors, extra projection surface offset.

1,500 asf

V. Electronic Distribution Services and Related Activities

A. Video-audio recording control room 300 asf

Adjacent to Central Electronic Distribution Services; visible access to experimental classrooms, 3 small preview rooms conference rooms and Independent Study Center.

This area is to be used to record audio and video materials for use in the independent study carrels, classrooms of the campus, and additional carrels in the library. The technical personnel working in this area will assist in setting up the electronic distribution services that are made available to dial stations.

B. Video and Audio Studio 400 asf

To be used in producing video tapes of teaching concepts not requiring more than 3 or 4 people or small objects. Should have visible access to recording control room. Might be useful to have adjacent to graphics area.

C. Central Electronic Distribution Services 800 asf

Electronic distribution of messages for the purposes of instruction is an area of prime importance to the total concept of the Center. It would require the following space provisions: conduit, crawl space, and duct space to facilitate the interconnection of rooms and functions within this building and with all other buildings on the campus. It would contain all of the record-playback units, the switching mechanism, amplifiers for the audio dial system, as well as various video record-playback units for serving the same system. In addition, consideration of equipment for feeding a 16mm film to the dial system outlets should be considered.

Storage space for tapes (video and audio), film, slides, filmstrips, etc. 60 asf

Small repair area - It is expected that the complexity of this equipment will require a full time electronic technician. For speed in correcting the problem, a small repair area would prove convenient.

60 asf

1,620

VI. Services for Listening

3,775 asf

150 student position with dial access to Electronic Distribution Center for purpose of using programs.

20 positions to have record-playback capabilities.

40 positions to have stereo playback capabilities.

90 positions to have monaural playback capabilities.

3,775 asf

ADMINISTRATIVE OFFICES

Coordinator's Office 150 asf
(Dial access to audio and video center)
Closet

Secretary to Coordinator 110 asf
(will have student assistant in office also)

Clerical position (booking clerk) 80 asf

Conference room - adjacent to coordinator's office 300 asf
Complete for use also as a preview room, audio
& video inputs. Can be completely darkened.

Three preview-conference-studio rooms @ 100 sq. ft. 300 asf
Group audio-visual usage, visible access to
recording room.

940 asf

GRAND TOTAL 13,201 asf

EDUCATIONAL SPECIFICATIONS FOR COMPUTERIZED LEARNING

1. Six or eight small, multi-purpose rooms which can be used not only for computer programming, but also for teaching machines, small projectors, listening rooms, etc. These should be large enough to hold all the necessary equipment addition to about six persons when the occasion requires. The rooms should be glass paneled for supervision and should be both soundproofed and remote enough from recording or listening areas so as not to interfere with these activities. They should be close enough to production areas to make it possible to rapidly duplicate information retrieved from storage. If the book check-out by the Library is to be operated through the computer, there should also be a terminal which is easily accessible to members of the Library staff.
2. There should be a larger room (15 x 25 ft.) which can be used by the instructor as a prep room, to review problems, assemble data, discuss results, etc. This room should have a large table on which to lay out materials, a blackboard, a projection area for an overhead or other projector, and perhaps fifteen chairs. For flexibility it might be wise

Educational Specifications for Computerized Learning (continued)

to have the room supplied with folding chairs which can be set aside when not needed.

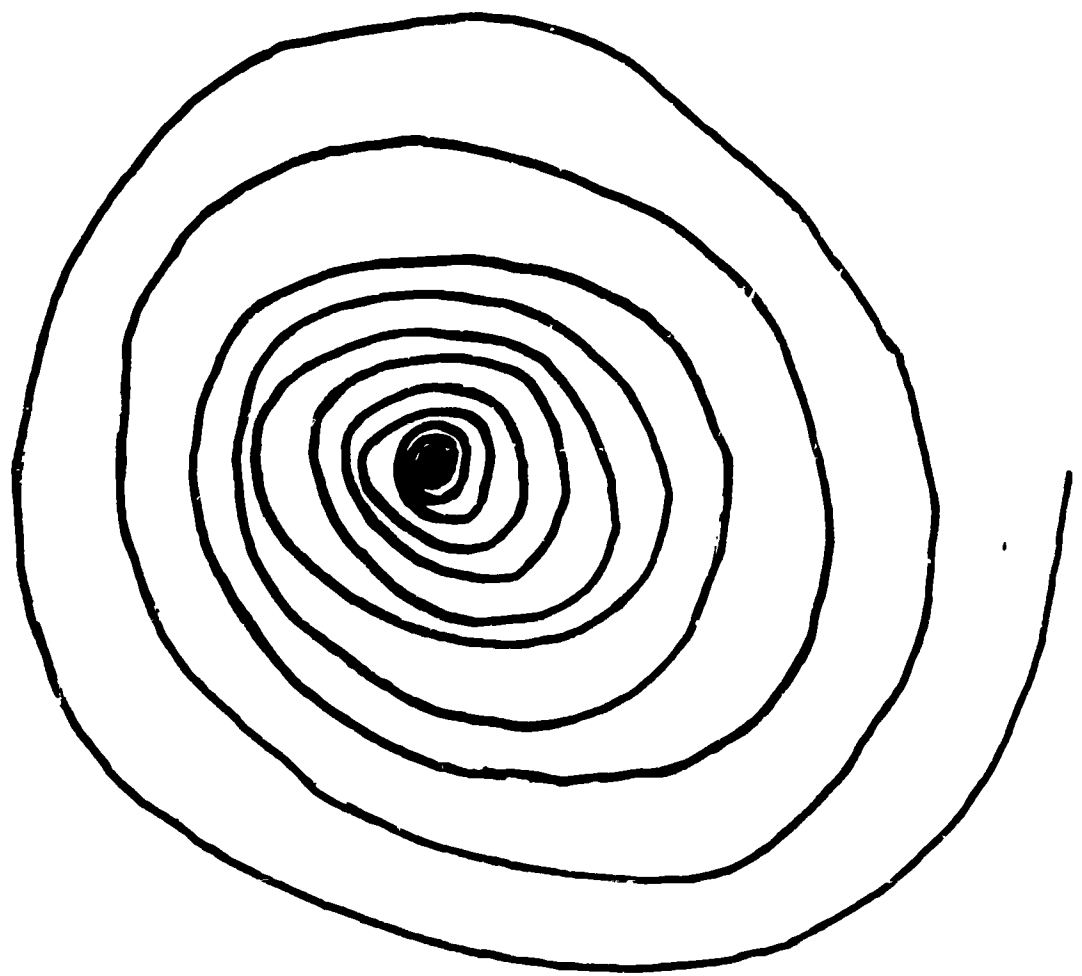
In many ways this room should function very much the same as a seminar room and it can be used for this purpose when not being used specifically for computer instruction. It should be as close as possible to the computer cubicles to facilitate instruction.

SUMMARY OF SEATING FOR A-V, COMPUTERIZED LEARNING, STUDENT EVALUATION AND INDEPENDENT STUDY (Instructional Technology)

I. Listening Center	160
II. Experimental Classroom	40
III. Independent Study Center Stations	72
IV. Conference-Preview, Computerized Learning Stations	<u>42</u>
Total	314

Library Services	847
Instructional Technology	<u>314</u>
GRAND TOTAL	1,161

RECOMMENDED SCHEMATICS



SCHEMATICS

When Mr. Henry Wright, Cerritos Architect, was presented with the problem of the expansion of the Library facilities, he expressed a concern that we preserve the continuity of the campus design and that any modifications would maintain the integrity of the quadrangle area.

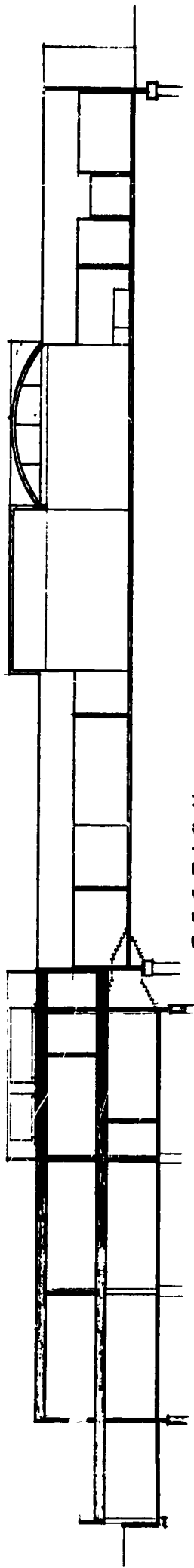
The initial concept called for a second floor being added to the present facility but several factors made this costly and somewhat impractical;

1. The present structure is not engineered for a second floor, making an expensive truss arrangement necessary.
2. It would be difficult to maintain library services during the modification process.
3. Characteristics of the present structure (skylight over center core) made the addition of a second floor a difficult architectural project.

Mr. Wright began at once to search for ideas which would allow for the addition of nearly 40,000 square feet of space and at the same time allow the Library to maintain its services. His concern for the complete campus design and for the effect on the quadrangle was paramount in his mind.

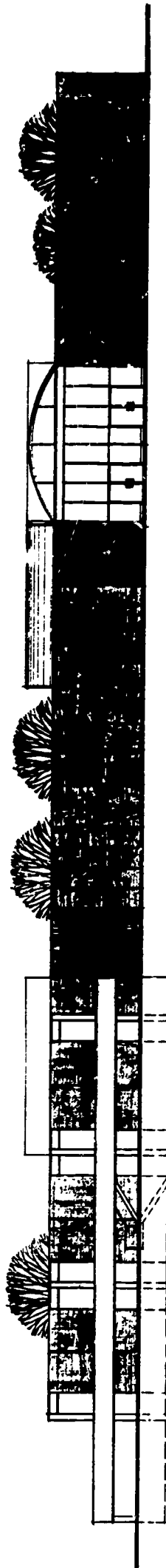
The schematics which follow show Mr. Wright's solution to these perplexing problems. By extending the eastern portion of the present structure into the quadrangle area, he has provided the required square footage and at the same time not only preserved the quadrangle, but has complemented it by providing a pleasant elevated balcony overlooking the central core of the campus. By making the Library addition a two story, partially sunken building, he has provided covered study space on the lower level and a balcony above.

Audio-Visual and Materials Preparation, Computerized Learning, Student Evaluation and Independent Study Center all occupy the lower level while Library Services will expand into the upper complex. The Library Services will be redistributed and the main entrance to the Library will be changed to the North wall of the building. Mr. Wright has provided the College with a suggested schematic which meets the educational specifications and maintains the beauty and utility which are characteristic of the Cerritos campus.



SECTION

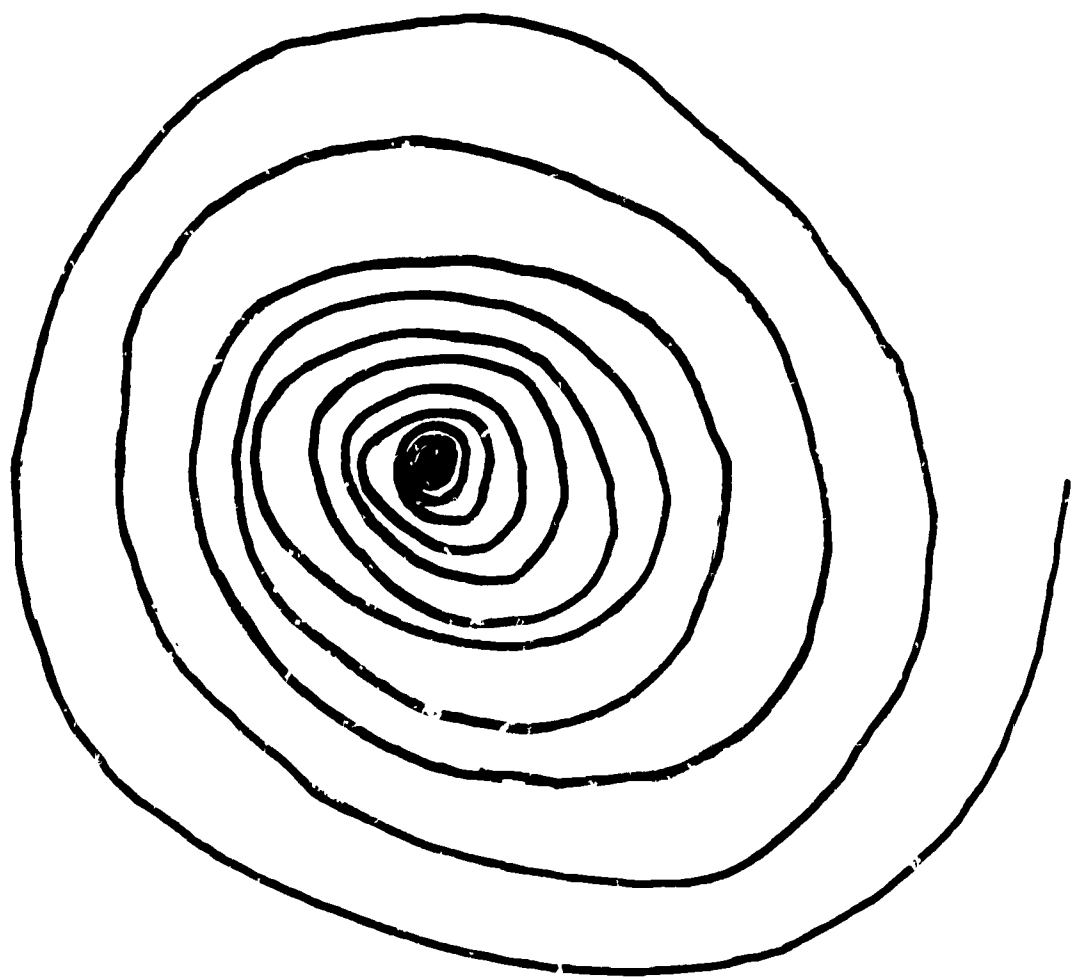
PROPOSED ADDITION EXISTING LIBRARY



NORTH ELEVATION

PROJECT NO. _____ ARCHITECT'S NO. _____ DRAWING NO. _____		KISTNER, WRIGHT & WRIGHT ARCHITECTS AND ENGINEERS LOS ANGELES, CALIFORNIA		STATE FOR RECORD DATE OF RECORD _____	ADDITIONS TO LIBRARY SACRISTY C-1-1-1-1-1 PERMANENT CALIFORNIA	SHEET NO. _____ OF _____
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APPENDICES



LIBRARY SERVICES--AD HOC PLANNING SUB-COMMITTEE FOR LIBRARY FACILITIES

MINUTES OF MEETING

DATE: January 16, 1967 - 10:00 A.M.

SUBJECT: Organizational meeting to acquaint members with purposes and functions of the committee.

PRESIDING: Sid Thompson

ATTENDING: Keith Hinrichsen, Sarah Jean Jenkins, Betty Jones, Wendell Markham, Ken Neville, John Palmer.

Folders of materials relating to subjects to be discussed were distributed to the members.

1. Membership of committee
Science, Social Science, Humanities and Library are represented.
2. Recorder - Betty Jones
3. Functions of committee

Main function of this committee will be to visit other Junior College libraries, observe facilities, and bring back information about library services elsewhere. Libraries in Southern California will be visited first.

Observations will relate to physical plants, their interior arrangements, housing of collections, distribution and duties of staff members, size of collections, charging systems, drawbacks and merits in specific areas and in a total picture of services offered.

It was suggested that it will be good to have minutes of meetings of the four sub-committees exchanged as it will be helpful for all committees to be aware of what is being studied, what information has been gathered, and what recommendations are being drawn up.

Mr. Thompson indicated that our committee work will extend through this spring and summer and into the fall semester.

4. Overview of previous discussion
Mr. Thompson mentioned two meetings that had been held which he attended: one with Mr. Keim, Dr. J. Milton Beck, Consultant in Junior College Facilities, and the other sub-committee chairmen. The second meeting was with Mr. Keim and the sub-committee chairmen.
5. Colleges that committee members will visit
Tentative suggestions on a list of colleges included: Rio Hondo, Citrus, Mt. San Antonio, El Camino, San Bernardino Valley, Los Angeles City College, UCLA, UC Irvine, Stanford U., Chabot, Foothill, San Mateo, Cypress, Golden West, Inglewood Public (Crenshaw Branch), and Arcadia Public. Additional colleges mentioned during discussion were: Santa Barbara, Moorpark, Riverside, UC at Riverside, L. A. Pierce, Chaffey, UC at La Jolla, Grossmont, Mesa, Southwestern, Cal Western.

Committee members are to check 5 or 6 colleges they would be particularly interested in visiting and return their lists with 1st and 2nd choices indicated. Return lists to Mr. Thompson by Friday, January 20.

- 6 & 7. Copies of College library standards and Cerritos Library statistics - and the work done previously by Cerritos librarians on building and facility projection, 1966-1980, divisional recommendations - these were looked at and will be referred to at future meetings.
8. Books and periodicals on reserve for committee members
Mr. Thompson had prepared a bibliography of recent magazine articles about new developments in libraries everywhere. The magazines are on reserve in the periodical room and books that will be helpful are on reserve at the circulation desk under the subject of Library Science.
9. Times for future meetings
Mondays at 10:00
10. It was suggested that all sub-committee members might be aided in their evaluations of libraries if given a general overview and inspection of the facilities, materials, and functions of the Cerritos library as it now exists.

Meeting adjourned at 10:50.

/S/

Betty Jones, Recorder

MINUTES OF STUDENT EVALUATION AND INDEPENDENT STUDY CENTER COMMITTEE
February 21, 1967

MEMBERS PRESENT (also members from other associated committees):

Allan Boodnick
James A. Dighera
L.C. Miles
Ruth Laidlaw
Jean Allegre

Allen Frankley
Frank Bock
Mary Lou Weidman
Florence Tilson
Kathleen H. McDannel

Leland Carlson
R. L. Simpson
Mildred Guernsey
Dorris Boardman

The meeting was called to order at 11:10 a.m. by the chairman, Allan Boodnick. Minutes of all meetings will be distributed to the members; information copies will go to Bill Keim, Sid Thompson, B. Bruff, and L. Miles.

OLD BUSINESS:

- + The chairman reported that the "buddy" system of substitution will have to hold for visitations to other schools.
- + Travel outside the immediate county (or adjacent) areas is OK; no travel where a college station wagon can not be used.
- + Lyman Miles reported on the A-V Convention at the Ambassador.

Interesting talks and displays. Of particular interest to us might be the A-V coordinator from Chabot Junior College. Perhaps he could be invited to come to our campus to show slides of their set-up and to talk to members of this and associated committees.

- + Allan Boodnick and Lyman Miles reported on their "preliminary" visit to Mt. San Antonio College:

Evidently a tremendous amount of money has gone into the educational media center at Mt. SAC. The center covers several large floor areas in the several-story library. Evidently certificated persons are assigned to supervise the repair and control of all equipment. Community Service funds appear to be used for this center in the community college.

- + Several reading reports were given to the chairman. A thermo-faxed copy of "The Little Red All-Electronic Schoolhouse" was distributed to members. Members will also receive a copy of a recent article on Xerox machines, copyright laws, etc.

NEW BUSINESS:

- + Members present filled in forms showing their present teaching schedule. The chairman was instructed to ask Bill Keim to write the usual preliminary letters, setting up dates for visitations, etc. Informal poll showed the following institutions for possible visits--and also the members who would like to visit areas of particular interest.

NEW BUSINESS (Continued):

Golden West: Mildred Guernsey, Lee Carlson, Mary Lou - Weidman, and Kathleen McDannel.

Pohway School District (San Diego County): Mildred Guernsey, Lee Carlson, Jim Dighera, Frank Bock, Mary Weidman or Kathleen McDannel. (Note: Kathleen McDannel reported that she has received copies of this school's curriculum . . . and these may be circulated to interested persons.)

+ Chabot J.C. (Hayward), Foothill, San Mateo and Stanford:

Several members of the committee will be attending conventions of their specialized professional fields during Easter Week and before. Ruth Laidlaw, Florence Tilson, and Kathleen McDannel will be up around San Francisco and Sacramento. If their individual itineraries will permit, they were directed to ask the chairman to have Cerritos write letters of introduction to colleges of their choice so that they may visit the A-V and educational media centers.

+ L. A. Valley: Allen Frankley and a representative from Business Div.

+ Industrial Visits:

North American S & I D (Downey). Allen Frankley was requested to start the wheels turning, by having notification sent to proper public relations representative at this and other industries. Autonetics, Anaheim, was also mentioned.

+ Federal Funds. The members held a spirited discussion on the possibility of securing Federal funds. The availability of these funds for individual instruction projects was left hanging in mid air. It seems that VEA funds could be used to the improvement of the total educational program in the community college; but due to the rigid rules for capital outlay for the coming school year the possibility of securing matching funds was not certain.

+ Mildred Guernsey suggested that the committee might profit from membership of someone who would represent the administration. We should keep them informed and use their suggestions before we write up our own conclusions.

+ The chairman was directed to set up visitations within the next two or three weeks. He will relay the information to the members.

Page Three

Minutes of February 21, 1967
Student Evaluation and Independent Study Committee

Meeting adjourned at 12:02 p.m.

Respectfully submitted

/S/

Kathleen H. McDannel
Secretary

Copies to members of Student Evaluation and Independent Study Center Committee. Copies to members of Audio-Visual and Materials Preparation Committee.

Distribution: As noted. Also: Bill Keim, Sid Thompson, B. Bruff, and L. Miles.

CERRITOS COLLEGE

Library Services Sub-Committee Study Group
Report of College Visit

College: Mt. Sac Date of Visit: 2/27/67

Visiting Team: Jenkins, Littleton, Markham, Jones, Hinrichsen

Reported by: Jones

- - - - -

6833 ADA

- I. College Enrollment: Total 11,859, Full-time _____, Part-time _____
- II. Library Staff: Professional librarians 9. (4 wk. months)
Of these, 10 months _____, 11 months _____, 12 Months x
Full-time clerical 22.
Of these, 10 months 4, 11 months 2, 12 months 16
Part-time clerical hours per week 40.
Of these, 10 months _____, 11 months _____, 12 months 40
Student hours a week 60.
Of these, 10 months 60, 11 months _____, 12 months _____
- III. Library hours: Regular session 7:45 am - 10:00 pm MTWT Summer same ex-
7:45 am - 5:00 pm Fri. cept August
8:00 - 4:30
- IV. Approximate library collections:
- | | | | |
|----------------------------|---------------|----------------|--------------------|
| Books | <u>59,000</u> | Microfilm | <u>1,459 reels</u> |
| Periodical subscriptions | <u>768</u> | Other (specify | _____ |
| Bound vols. of periodicals | <u>6,635</u> | | _____ |
| Pamphlets | _____ | | _____ |
- *Of periodical subscriptions, _____ paper; _____ micro.
- V. Physical plant: (In each area describe arrangement of materials, number of seats and types of seating facilities, other features such as carpeting, security devices, discipline, etc.)

1. Public catalog area -

Catalog is divided - subject catalog is divided in two sections (1) Social Science-Humanities (2) Science. The subject division of the catalog is on second level adjacent to lobby area. The author title catalog is also divided - each of the four subject libraries has within it the author-title catalog that lists the holdings in that division.

2. Reference -

Reference books are interfiled with all titles on open shelves in each library. Each library has a librarian stationed there to assist students with reference inquiries

Library Services Sub-Committee, Report of Visitation Groups

V. Physical plant (continued):

3. Reserves -

Reserve books are interfiled on shelves with Reference and circulating books

4. Pamphlets -

Each library has a vertical file for pamphlet materials pertaining to the subject division contained within the particular library

5. Periodicals -

Each library has within it the periodicals belonging there according to subject matter

6. Microfilm or microfiche -

Only two microfilm readers in entire library

7. Study rooms other than above -

Each library has conference rooms (sound proof) that students may use for study and discussion meetings

8. Work rooms - (area in sq. feet, capacity, etc.)

Didn't get area measurements - but planning of work areas seems most generous and spacious. These areas were provided: technical processing workroom and cataloging on 2nd level; receiving area on 1st level; large room for repair and maintenance of A-V equipment; large storage area for exhibits and display materials

9. Faculty rooms -

10. Stacks -

In all four libraries

11. Staff rooms -

Very nice, though not large, staff room with complete kitchen off it. Staff restrooms near it.

12. Other -

Generous space for future expansion
A TV transmitting studio (not operational yet) with two large

Library Services Sub-Committee, Report of Visitation Groups

V. Physical plant (continued):

rooms for use with TV studio when it becomes operational. One of these is now used for orientation lectures.

VI. Circulation and return routines for:

1. Books - 2 weeks, 3 day, 7 day, weekend use
2. Periodicals - Do not circulate
3. Pamphlets - Do not circulate
4. Other (specify) Charging system is automated - IBM -

VII.. Ordering and receiving facilities for:

- | | |
|--------------------|------------------------------------|
| 1. Books - | All ordering done by acquisitions |
| 2. Periodicals - | dept. All receiving centralized in |
| 3. Pamphlets - | receiving workroom on 1st level. |
| 4. Other (specify) | |

VIII. Processing facilities for:

- | | |
|------------------|------------------------------------|
| 1. Books - | All processing done in technical |
| 2. Periodicals - | services workroom. All cataloging |
| 3. Pamphlets - | done in the library; no processing |
| 4. Other - | done outside of library. |

IX. Library includes, in addition to printed materials:

1. Audio-visual Department - Yes - staffed and run by library
2. Equipment and materials for individual directed study, such as electronic devices in carrels, etc. -

Miscellaneous Information

There are two copy machines

Close inspection of books, notebooks, handbags, etc. when student leaves any of the four libraries.

Seating is mostly at carrels which are individual ones, 36 inches wide - attractive looking

8 conference rooms; 4 typewriting rooms

Separate room for California history

No carpeting anywhere -

4 Reference librarians on duty all the time days - 2 librarians at night. The librarians working at night are allowed to earn overload of 6 hours per week.

One librarian that works nights is community services librarian and his schedule is so arranged that he works nights on regular, not overload schedule.

Library Services Sub-Committee, Report of Visitation Groups

Miscellaneous Information (continued):

Conveyor belt system for book returns - books are returned through slots; they drop into "tubs" which are triggered to move by amount of weight. They reach the lower level - are checked in there, then are sent via conveyor to one of four proper destinations...there to be shelved.

Student help is not VEA or HEA - they do not have this program at Mt. Sac.

X. Comments and Recommendations for Cerritos College:

Since, in enrollment, Mt. Sac won't exceed Cerritos by a large percentage when peak enrollment is realized here, it would not seem ill advised to look to and consider some of the excellent features of the Mt. Sac library for guides in present planning.

While we might not ever anticipate a division into four libraries, the features to be given serious consideration are:

All workroom space provided various processes at Mt. Sac

Staff room and staff lavatory facilities

Material used on walls in lobby or entrance halls on 2nd level that permits easy attaching of exhibits

Types of carrels used and space in them

Methods of security checks - it's very difficult for a student to leave the library without having been checked thoroughly on what he's taking with him.

Mt. Sac Library has devoted less space than our library to lobby area, thereby eliminating the noise problems we have. Carpeting would undoubtedly correct our situation to a great degree, of course.

The interfiling of Reference, Reserve and circulating materials in open stacks might be considered - or a variation of that system.

AUDIO-VISUAL EQUIPMENT RESEARCH

Report on visitation to Hughes Aircraft Corporation, Fullerton.

MICRO-FILM INSTALLATION

Hughes uses the "satellite" system of locating micro-film readers and records at a number of places within the plant for ease of access.

The 16MM card reader costs approximately \$168.00 and shows a small area very clearly. It also will show 35MM pictures, but only small portion of an entire film. The 16MM size is normally used to show an entire picture. Readout only or printed copy available.

The 35MM card reader costs approximately \$475.00.

With the 16MM size some drawings require up to twelve cards.

With the 16MM size a D size drawing (22" x 34") is reduced one-half.

Cartridges are cheaper for the same type of information if it is 16MM of "A" size (8½" x 11").

MICROFEISH - This system shows many pictures on each slide - up to 60 images can be seen at the same time. A portable reader is available at about \$225.00. A reader-printer is also available. This is one of the newest techniques in micro-film. The main disadvantage is that when one of the images has to be changed, the entire slide has to be redone.

VIDEOSONIC SYSTEM OF HUGHES - This unit uses 35MM slides and synchronized tape sound. It can be used in production work training, typing, use of tools, etc. It is available either with or without responses. Cost of machine without responses is about \$400.00. The machine including programmer costs \$750.00 and a three choice response machine is \$800.00.

**REPORT ON VISITATION TO S & ID, NORTH AMERICAN AVIATION
BY MEMBER ON AUDIO-VISUAL MATERIALS RESEARCH COMMITTEE,
LYMAN MILES, FLORENCE TILSON AND ALLEN FRANKLEY.**

- * In the area of audio-visual materials, the Execugraph by Kodak can be used for both tape and TV.
- * Slides are usually made for an audience averaging 250 people minimum. With this in mind size of original material is important. Type faces are limited to 18PT. minimum for optimum viewing.
- * In the area of Television the areas of production and checking are paramount.
- * One great advantage is to be able to distribute at a later date.
- * Distribution and retrieval may be done at a later date from portable stations.
- * The most important step in establishing Television facilities is to analyze the user's requirement.
- * Video-tape is the most important feature of the TV set up.
- * Portable tape units are best. Production may be done at the "spot". Elaborate "studio" facilities are unnecessary and a waste of space and equipment for educational facilities of the technical-industrial type.
- * Excellent portable Video Tape Recorders are now available at reasonable cost down to about \$3,500 for a versatile unit with two sound tracks.
- * With portable capability, operations can be filmed for review later.
- * TV tapes can be used on 16MM film for later presentation and storage is easy.
- * Cost of TV is mainly upkeep and maintenance. Back up service for equipment is most essential.
- * Some type of teleprompter system might be helpful. It enables the speaker to speak more to the audience.
- * Television can satisfy the great need for retrieval of information. It can also be used in education for improving the area of course content development.
- * TV cameras can "see" things that photo-cameras can't. They can detect gases and the action of chemicals.

/S/ Allen Frankley
May 18, 1967

March 29, 1967

TO: All members of the Learning Center Planning Committee

FROM: Sid Thompson, Chairman, Library Services Sub-Committee

The following visits to other colleges and libraries have been arranged. There will be room for members from other sub-committees to go along with us, and we should be glad to have them go.

If you can make any of these trips with us, please call me as soon as you can so that reservations can be made.

<u>Date</u>	<u>Destination</u>	<u>Approximate Departure</u>	<u>Approximate Return</u>
3/31	El Camino College New Crenshaw Branch of Inglewood Public Library	9:00 a.m.	12:00 noon
4/3	Los Angeles City College	9:00 a.m.	12:00 noon
4/7	San Diego Mesa College Grossmont College	8:00 a.m.	5:00 p.m.
4/10	Cypress College	9:00 a.m.	12:00 noon
4/14	San Bernardino Valley College	8:30 a.m.	12:00 noon

The estimated time of return is calculated on good traffic conditions.

/S/

Sid Thompson

Copies to:

William Keim, General Chairm.

Allan Boodnick, Chairman Independent Study and Student Evaluation Sub-Committee

Bill Bruff, Chairman Automation Sub-Committee

Lyman Miles, Chairman AV Sub-Committee

Jean Allegre

Donald Balch

Evelyn Bibb

Dorris Boardman

Frank Bock

Leland Carlson

Charlotte Carson

Edith Cracchiolo

Jim Dighera

Allen Frankley

Mildred Guernsey

Thom Hendrickson

Ruth Laidlaw

Kathleen McDannel

Doris Sanson

Allan Siegel

Robert Simpson

Dallas Smith

Will. A. Stanley

Florence Tilson

Roy Tucker

Melvin Webster

Mary Lou Weidman

TO: AUDIO-VISUAL AND MATERIALS PREPARATION SUB-COMMITTEE

FROM: LYMAN C. MILES, CHAIRMAN

DATE: APRIL 25, 1967

I wish to thank you for your interest in the Instructional Materials Center as indicated by your membership in the Audio-Visual and Materials Preparation Sub-Committee. Planning of the Center has gotten to a stage where we will have to become more specific.

This Wednesday at 10 a.m., the sub-committee chairmen and Mr. Keim will meet with the architect to get some guidelines to assist us in writing up the educational specifications. After this meeting, I would anticipate frequent meetings to crystallize our thoughts. These will be represented by educational specifications for audio-visual service and materials preparation in the Instructional Materials Center and will have to be pretty well formulated by the end of the semester or the beginning of summer school

Please indicate below your interest in continuing as an active member of the sub-committee.

NORTH AMERICAN AVIATION TOUR

Please call me to indicate your interest in a visit to North American Aviation no later than Thursday, April 27. Several areas are available for visitation.

- | | |
|-------------------------|------------------------------|
| 1. Photo lab | 4. Motion picture section |
| 2. Reproduction station | 5. Closed circuit television |
| 3. Graphic section | |

I must have the names of those going on the tour to secure clearance. A suggested time is a Friday afternoon. Any other suggestions?

CHABOT COLLEGE

Plans are being made to have Mr. Donatelli from Chabot College in Hayward appear on this campus May 16 to help relate his experience in planning their Instructional Materials Center. Chabot College, as you know, is considered to have one of the more advanced Learning Materials Centers. More specific information will be forthcoming.

I wish to continue as a member of the Audio-Visual and Materials Preparation Sub-Committee.

 X YES NO

Signed Jean Allegre

CERRITOS COLLEGE
Norwalk, California

LEARNING MATERIALS CENTER PLANNING COMMITTEE

A Selected Bibliography of
Materials on Reserve at Cerritos College Library
January 16, 1967

List of Periodical Articles--On Reserve in the Periodical Room

- Artandi, Susan A., "Keeping Up With Mechanization." Library Journal, November 1, 1965, pp. 4715-17.
- Blanchard, J. R., "California's Problem Building Adds Wings." Library Journal, December 1, 1964, pp. 4750-52.
- Bregzis, Ritvars, "The Ontario New Universities Library Project--An Automated Bibliographic Data Control System." College and Research Libraries, November, 1965, pp. 495-508.
- Brown, Edward T., "A Community College's Learning Laboratory." Wilson Library Bulletin, September, 1965, pp. 80-83.
- Cammack, Floyd M., "Remote-Control Circulation." College and Research Libraries, May, 1965, pp. 213-218.
- Carlson, William H., "Oregon Plans for Expansion." Library Journal, December 1, 1964, pp. 4755-57.
- Christensen, Ruth M., "The Junior College Library as an Audio-Visual Center." College and Research Libraries, March, 1965, pp. 121-128.
- Clapp, Verner W. and Robert T. Jordan, "Quantitative Criteria for Adequacy of Academic Library Collections." College and Research Libraries, September, 1965, pp. 371-380.
- "College and Research Libraries," (Containing several individual articles). Library Journal, December 1, 1965, pp. 5186-5217.
- Cox, Carl C., "Mechanized Acquisition Procedures at the University of Maryland." College and Research Libraries, May, 1965, pp. 232-236.
- DeGennaro, Richard, "A Computer Produced Shelf List." College and Research Libraries, July, 1965, pp. 311-315+.
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Supplementary Bibliography of Periodical Articles on Reserve at the Library

These articles, as well as those listed on the previously circulated bibliography, have been scanned and are considered of sufficient interest to the "mission" to be called to your attention. Any members of this committee having additional articles or books will most certainly find that they are welcome additions to the reserve shelf for this committee in the Periodical Room at the Library. All references listed on this bibliography and the previous one are available here.

/s/ Sid Thompson

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